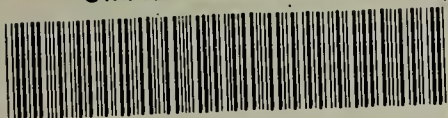


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Lee MacKinnon
3 Edwards Street
Haydenville, MA 01039
(413) 268-3384

Piedad F. Robertson
Secretary of Education
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

February 14, 1994

Dear Secretary Robertson:

GOVERNMENT DOCUMENTS
COLLECTION

JUN 08 1994

University of Massachusetts
Depository Copy

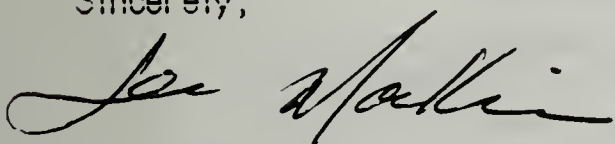
Attached please find three copies of the application for a Massachusetts school charter. As a broad based coalition, we have developed an innovative model which will provide parents and students a choice in public education in the Western Massachusetts hilltown/Northampton area.

Drawing on the strengths of our rural community we propose a collaborative school involving participation of parents, teachers, children, and the outside community. The developmental, integrated curriculum will draw on the principles of the Reggio Emilia approach in the creation of an experiential learning environment.

Our region offers a unique combination of small town/rural qualities with the presence of numerous institutions of higher learning. We draw on these influences for a dynamic combination of rural tradition and cutting edge educational principles in our charter school. Parents who previously had no choice in public education will be offered an educational alternative with innovative methods of educational instruction and school structure and management.

On behalf of the coalition, thank you for consideration of our proposal. We look forward to hearing from you.

Sincerely,



Lee MacKinnon, M.Ed.
Executive Committee Chair,
Hilltown Charter School Founding Coalition



The Commonwealth of Massachusetts

House of Representatives

State House, Boston

February 13, 1994

Secretary Piedad Robertson
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robertson:

I write in support of the application of The Hilltown Charter School. I believe that this proposal addresses the need for an alternative educational opportunity in the most rural region of the Commonwealth.

The establishment of this Charter School would fill a void that currently exists in the public school systems in my District. There is need for a family oriented, academically sound school which emphasizes the values and heritage of rural life. For the most part, school districts are based on urban educational models. Their curriculum often does not involve study of the environment in which they exist, including agriculture, forestry and other resource-based activities. As such, they are often viewed as distant from the communities they serve. I am impressed with the deep commitment to community that is seen throughout this proposal. The involvement of a broad cross section of people will ensure that the educational program will meet community needs.

Because of the long distances in rural Massachusetts, children and parents have few options for alternative education. I believe that the Hilltown Charter School proposal will provide an innovative choice in a traditionally under served region. I know that competition for funding will be intense, but I strongly recommend approval of this proposal.

Yours truly,

A handwritten signature in cursive script that reads "Stephen Kulik".

Stephen Kulik
State Representative
First Franklin District

RECEIVED

FEB 15 1994

EXECUTIVE OFFICE
OF EDUCATION

CHARTER SCHOOL APPLICATION

SUBMITTED BY:
THE WESTERN MASSACHUSETTS HILLTOWN
CHARTER SCHOOL COLLABORATIVE

C/O: DR. BILL CUTLER
3 EDWARD STREET
HAYDENVILLE, MA 01039

PHONE: (413) 268-3384

DATE: FEBRUARY 15TH, 1994

As submitted to
Commonwealth of Massachusetts
Executive Office of Education
Piedad F. Robertson, Secretary of Education
One Ashburton Place, Room 1401
Boston, MA 02108



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TABLE OF CONTENTS

PART I

1) Mission Statement	1
2) School Objectives	2
A. What are the school's broad academic objectives for student learning?	2
B. Describe any non-academic goals for student performance	2
C. What type of community environment do you hope to foster at your school?	4
3) Statement of Need	5
A. Why is there a need for this type of school	5
B. Explain why a charter school would help to effectively address this need.	7
4) School Demographics.....	9
A. Describe the area where the school will be located. If a facility has already been secured, please state so	9
B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?	9
C. Describe any unique characteristics of the student population to be served.	9
D. What is the school's anticipated enrollment?	9
E. What grade levels will be served? How many students are expected to be in each grade or grouping?	9
5) Recruiting and Marketing.....	11
A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.	11
B. Specifically, what type of outreach will be made to potential students and their families?	11
6) Admissions Policy	12
A. Describe the admission methods and standards you will use to select students.	12
B. Explain how these policies further the mission of the school in a non- discriminatory fashion.	12
7) Profile of Founding Coalition	13
A. Describe the make-up of the group or partnership that is working to apply for a charter.....	13
B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.	14
C. Include any plans for further recruitment of founders or organizers of the school.	15
8) Timetable.....	16
A. Discuss a timetable of events leading to the opening of a charter school.	16

PART II

9) Evidence of Support.....	17
A) Try to convey as clearly as possible the scope of community backing for the proposed charter school.....	17
B. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders, or others.	17
10) Educational Program.....	18
A. In detail, describe the educational program of the school.....	18
B. What is the basis for the teaching methods to be used?	23

C. Describe the school calendar and hours of operation of the school	25
11) Student Performance	26
A. Describe your proposed plan to assess student performance	26
B. What remediation will be available for under performing students?	26
C. How will the development of skills be measured?	26
12) School Evaluation	27
A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?	27
B. How will the school establish regular dialogue with parents? With the community?	27
13) Human Resource Information	29
A) How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials. What is the targeted staff size?	29
B) How will teachers and administrators be evaluated? How often?	29
C) Describe any relevant employee information, including but not limited to salaries, contracts, hiring and dismissal, benefit packages, and staff development.	30
14) School Governance	31
A. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.	31
B. How will the board of trustees be chosen?	31
C. Describe the roles and responsibilities of the board.	32
D. Describe the relationship of the board to teachers, administrators, students and families.	32
E. Discuss the nature of parental and student involvement in decision-making matters.	32
F. Describe the nature and extent of community in school activities.	32
15) Building Options.....	33
A) Describe your present options for a school building.	33
B) Demonstrate how this site(s) would be suitable facility for the proposed school.....	33
C) Discuss any progress or future plans for acquisition of a	33
D) Describe any financing plans, if any.....	33

PART III

16) Code of Conduct	34
17) Special Needs Students	34
18) Funding	35
A. Devise a start-up budget covering the planning stage before school opening.....	35
B. Devise a 5-year budget covering projected income and planned expenditures.	36
C. Include all sources of anticipated income, including per pupil tuition and private or public grants.	37
19) Accountability	38
20) Transportation.....	38
21) Liability and Insurance	38
22) Governance Documents.....	38
APPENDICES	38
Appendix A. Resumes (Section 7)	
Appendix B. Letters of Support (Section 9)	
Appendix C. Educational Program Attachments (Section 10).....	

PART I

1) Mission Statement

We believe that children, families, schools and community are an integral system. As such, a school must interact in a collaborative manner with each component of the system. Just as an agricultural community depends upon the contribution of every member, young and old, to provide nourishment for all, so a school must provide roles and rewards for all participants.

Our mission is to involve students, teachers, parents, administrators and members of the encompassing community in sustaining a non-discriminatory, rural, learning environment drawing upon the Reggio Emilia approach. The innate curiosity and creativity of children will stimulate exploration of the arts and sciences through an integrated curriculum. The inevitable rewards of this process are personal empowerment, critical thinking, joy of learning, and appreciation of the importance of diversity and cooperation.

2) School Objectives

A. What are the school's broad academic objectives for student learning?

The broad academic objectives for student learning are mastery of basic skills and fundamental processes including:

- practice of independent judgment, continued learning, critical thinking and problem solving
- ability to communicate ideas and feelings through writing, speaking, movement, music, and the visual arts.
- ability to understand and utilize a variety of conceptual languages, including math, programming, musical notation, American Sign Language, foreign languages.
- ability to recognize and appreciate one's own culture (traditions, home environment) as the basis for studying and appreciating the cultural diversity in our towns and in the world at large
- ability to utilize available sources of information and draw conclusions.
- ability to utilize the rural environment for learning and experimentation.
- ability to read, to write, to calculate math, and to practice scientific research through everyday experience

B. Describe any non-academic goals for student performance.

Non-academic goals for student performance include

- an understanding and appreciation of one's own traditions and values and how they relate to others.
- ability to plan and organize for the realization of personal goals.
- knowledge and skills basic to performing constructively as a citizen of the world
- self-understanding; taking responsibility for oneself, the group, and the school environment.
- development of creative imagination and joy in learning.
- emotional and physical well-being and safety.
- development of a sense of community (with peers, school, family, and the larger community).

The school's learning environment is critical to meeting the academic objectives and non-academic goals for student learning.

The curriculum will structure all learning to involve **problem solving and critical thinking** so that children learn how to learn. Recent tests in our public schools documented that students lacked these most critical skills, which are the foundation of all of our learning.

The school community will create **meaningful contexts for learning** so that children are motivated to learn. This includes the use of an integrated thematic approach with a curriculum which emerges from the children's interests and addresses the varying learning styles within one group of children. The school environment will be set up "to familiarize children with a few phenomena in such a way as to catch their interest, to let them raise and answer their own questions, to let them realize that their ideas are significant, so that they

have the interest, ability, and self-confidence to go on by themselves." (Duckworth, The Having of Good Ideas, 1987)

The foundation of the interaction with students is a belief in the child's rich potential and innate curiosity and ability. With this belief comes the self-fulfilling expectation that children will primarily direct their own learning in a stimulating environment with sufficient attention.

The curriculum will fully integrate the visual and performing arts into the educational experience of children. The Reggio Emilia schools have demonstrated that the arts provide the ideal language for young children (ages 2-6) to creatively investigate and learn. We believe that this philosophy can be applied to elementary education if the arts are fully integrated into the academic curriculum.

The school will present an environment that encourages creative thinking. Rather than dispensers of information, teachers will act as models, resources, and guides to help children (and adult learners) to develop their own ideas and solutions. Emphasis on a hands-on learning environment encourages children to explore their unique ideas and approaches to the material presented. The physical space and the time during the school day is structured so that it is flexible and allows children to spend the time needed to fully engage in or complete learning tasks.

The school will address diversity in student learning through teaching methods which engage a variety of learning styles. An appreciation for multiple intelligences reduces prejudices and builds self-esteem by valuing each person's unique learning style.

The school will use curriculum materials and educational resources that value diversity of gender, race, ethnic background, economy, etc. This includes the integrating of visual and performing arts from diverse cultures.

Community involvement provides the opportunity for inter-generational inter-dependence and for children to connect to their own experience and neighbors.

The school will grant teachers the power to make their own decisions. This school will be non-hierarchical and democratic in governance. Teachers will be fully sanctioned and trusted to make their own teaching decisions which will enhance their self-esteem and motivation. It is essential that teachers be expected to bring to bear their own intelligence, knowledge and feelings in their teaching.

Cooperation and collaboration among all members of the school community will be fostered. We hope to inspire cooperation among our students by modeling cooperation among teachers, parents and administrators. Often teachers are isolated in their role, so we feel there is a need for "team-teaching". This enriches the teaching resources and offers invaluable feedback and support for teachers.

We believe that family involvement is critical to the successful education of our children. The existing school structure with its prescribed curriculum does not facilitate such involvement.

C. What type of community environment do you hope to foster at your school?

The basic philosophy of the school is centered around the concept of a school community. The goal of a Reggio Emilia approach is to be "an amiable school," allowing the active participation of parents, children, and teachers in forming the learning environment. Involving parents in projects with the children, and involving children experientially in the world in which they live will create a strong sense mutual respect.

Specific aspects of the curriculum of the school will help to foster a strong sense of community. At the beginning of every theme cycle there will be a curriculum meeting for each classroom. This meeting will allow parents and teachers the chance to brainstorm together possible ways to extend the central subject for that learning cycle. Parents will have the opportunity to know what their children are studying at school and have input about possible ways to extend the exploration of the theme at home.

The use of a curriculum based on multi-cultural influences will encourage a school community that is sensitive to and appreciative of the rich variety of cultures in our pluralistic society and the world. Cultivating a sense of openness and inclusiveness to all cultures will help school members value the differences between themselves.

In addition, structural aspects of the school will operate in such a way as to build a sense of community among all of its members. School hours will occasionally be extended into the evening to allow parents who work a chance to be involved in school activities with their children. Culmination of a central theme subject, for example, might include evening performances and exhibits, family sing-a-longs, contradances, rural history projects and storytelling.

Teachers will visit all families at home at the beginning of each year so that they can become familiar with children and their own "turf" and know better how to support each child in the school setting. Home visits also help a teacher know how to better elicit the family's support for the child and facilitate the integration of the family into the school community.

3) Statement of Need

A. Why is there a need for this type of school

We perceive schools as the most critical institution of our society. Children are our most valuable resource, and we depend upon our schools to safeguard and nurture them during a large portion of their most vulnerable and potentially creative years. We also depend upon schools to turn out productive, resourceful and responsible citizens, capable of both fulfilling the needs of an ever-changing workplace and providing creative solutions to the unforeseen problems of the next generation.

In documenting the need for a rural educational alternative in our area, we cite five major issues which we feel are essential to the optimal education of our children, and which are insufficiently addressed in the existing school structure

- I. The need for a child-centered approach to education;
- II. The need for a collaborative approach to education;
- III. The importance of a thematically unified experiential curriculum fully integrating the arts;
- IV. The importance of integral family involvement in the educational process; and
- V. The need to integrate the school experience into the rich fabric of our community and rural environment.

I. The Need For a Child-Centered Approach to Education

We believe that there is a need for a child-centered approach to education that builds upon the child's rich potential and innate curiosity, rather than focusing on the student's lacks and deficits. "Creative thinking can best be encouraged in an environment in which teachers are not mere dispensers of information but rather models, resources and guides, helping children to develop their own ideas and solutions." (Duckworth, The Having of Wonderful Ideas, 1987). Rather than presenting a curriculum of knowledge to be mastered, a sound educational approach should "familiarize children with a few phenomena in such a way as to catch their interest, to let them raise and answer their own questions, to let them realize that their ideas are significant -- so that they have the interest, the ability, and the self-confidence to go on by themselves." (Duckworth, 1987)

A child-centered approach also, by definition, accommodates the individualized learning styles of different children. This approach provides each child with the means to most effectively pursue their own learning. Accommodating different learning styles also promotes diversity in the classroom and tolerance throughout the school community. Children will learn to value their own ideas and creative expression, and self-esteem will flourish.

II. The Need for a Collaborative Approach to Education

Most public elementary schools are hierarchical institutions where teachers are not fully sanctioned or trusted to make their own teaching decisions. This undermines the self-esteem and motivation of teachers. As Duckworth points out, "It is essential that teachers be expected to bring to bear their own intelligence, knowledge, and feelings in their teaching." In working with

children, teachers should be allowed to direct their own learning, constructing their own understanding of the world through direct experiences.

Such a constructivist approach necessitates a cooperative, interactive school environment. Teachers should not be isolated from other adults in a classroom. They should be allowed to integrate ideas culled from frequent interactions with parents, administrators and other teachers, and then implement these ideas in the classroom. This collaborative teaching structure will provide a model of cooperation for children, and a supportive enriching environment in which teachers will grow and thrive.

III. The Importance of a Thematically Unified Experiential Curriculum Fully Integrating the Arts

The existing schools in our locale divide up the curriculum into discrete subject units which are taught hierarchically in rigidly scheduled time blocks. The arts are segregated into one of these grids, separate from the rest of the curriculum.

This 'gridlock' approach to education deprives children of the use of the arts as critical tools for creative learning and self-expression. Furthermore there is no over-riding context for development of unified themes, and the momentum of the learning process is continually interrupted by arbitrary time constraints, sapping the educational process of its potential meaning and relevance for children.

Overall, we believe this approach is a major contributor to boredom (and disruptive behavior) in the classroom, and we fear that boredom represents the greatest threat to the successful education of our children.

IV. The Importance of Integral Family Involvement in the Educational Process

"Many . . . researchers have documented the benefits of family involvement in improving students' academic performance as well as enhancing improvements in school attendance, reducing numbers of dropouts, decreasing delinquency, and reducing pregnancy rates." (Wang, et al, 1993; Review of Educational Research, 63 (3), p. 259).

We believe that family involvement is critical to the successful education of our children. The existing school structure, with its prescribed curriculum agenda, does not facilitate such involvement. Teachers are too busy fulfilling externally prescribed curriculum requirements to fully exploit parents' talents in the classroom. When parent input is solicited, it is most often in a form that is not empowering for the parent: supervising on the playground, or joining PTO's for fundraising, while important tasks, do not allow parents to meaningfully connect to their child's experiences at school. This generates frustration for both parents and teachers. Any attempt to reform education needs to address this fundamental structural flaw. As Wang et al conclude:

"The actions of students, teachers, and parents matter most to student learning; policies at the program, school, district, state, and federal levels have limited effect compared to the day-to-day efforts of the people who are most involved in students' lives. Knowing that proximal variables have a greater impact on school learning than distal ones, educators, when formulating policies, should be mindful of where they can make the biggest difference in terms of the student, the classroom, and the home."

V. The Need to Integrate the School Experience into the Rich Fabric of Our Community and Rural Environment

There are basic characteristics of rural life which we feel are not represented in the existing school environment. Rural life has long been characterized by inter-generational interdependence. Open lines of communication between generations have been a fundamental cornerstone of responsible stewardship of our rural land.

For those of us who live in small towns, the degree to which older generations have become alienated from our schools, is readily apparent at annual Town Meetings where the school budget is inevitably the largest and most controversial item on the agenda. Because a large portion of our voters will, at any given time, have no children in the schools, it is essential for a successful school community to reach out to all members of the community throughout the year. We believe that a school must serve the entire community, and our existing schools are too isolated from a large portion of their natural constituencies.

The existing school system locks out much of the community in several ways. The rigidity of school hours prevents most working people from interacting with the school in its day-to-day operation. A highly structured curriculum often discourages teachers from utilizing community resources just outside their doors.

To fully engage the community, a charter school would need to incorporate flexible hours. The curriculum would need to be flexible. Teachers would need time and support to seek resources in the community. These changes would open innumerable opportunities for hands-on educational experience.

Our rural environment offers a wealth of wilderness and agricultural resources which are not adequately utilized for their educational value. We see our children spending too much time in often substandard classrooms, when a wealth of stimulating scientific material lies just beyond the four walls. Utilizing these resources will not only offer new curriculum opportunities, but will also foster an enhanced respect for the earth.

Finally, as residents of a rural area, we have none of the schooling options which are available to our urban counterparts. For this reason we feel pressed to create an option for ourselves.

B. Explain why a charter school would help to effectively address this need.

In his book, Education through Partnership: Mediating Structure and Education (American Enterprise Institute, 1981), Educational Consultant David S. Seeley bemoans the fact that "education has been conceived as a service-delivery system . . . with government-run, professionally staffed bureaus to 'deliver' education to our children." In contrast, he points out that "a sound educational policy requires seeing the family as a resourceful, primary partner in the educational process."

The Charter School Legislation affords us the ideal opportunity to demonstrate the effectiveness of a public school partnership of teachers, students, and families, unburdened by the existing "service delivery" infrastructure. We will build a school community, from the bottom up,

designed to address the needs we have outlined. (See sections on School Objectives, Educational Program, and School Governance.)

While a private school could effectively meet our criteria of curriculum and structural revision and family involvement, its inherent exclusiveness would inevitably prevent the integration of the school into the community as a whole. In building a school for the future, we believe that a strong bond between our children's school and their larger community is essential to providing a strong education, and a strong community.

As a charter public school, we will attract students whose families have never considered going outside the public arena for their education, as well as those whose disillusionment has driven them to seek alternatives. With emphasis on a non-discriminatory approach and a multi-cultural curriculum, we will be able to create a school community which fully reflects the diversity of our larger community. We envision our school as the core of a vibrant community that learns how to share many ideas and backgrounds rather than hide them.

It is our hope that our example would eventually lead to the adoption of some of our principles of education into the existing public school system, thus enhancing the social impact of this educational approach.

4) School Demographics

A. Describe the area where the school will be located. If a facility has already been secured, please state so.

The Hilltown Charter School will be accessible to the seven northern hilltowns in Hampshire County: Chesterfield, Cummington, Goshen, Plainfield, Westhampton, Williamsburg, and Worthington (combined population 8,200), as well as the nearby city of Northampton (pop. 30,000). An average of 34% of the hilltown households are of low and moderate income (below 80% of median income). The hilltowns form a natural and cultural geographic community which is currently fragmented into five different regional school districts.

B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?

Current plans are to locate the school in Williamsburg (pop 2500). This location is easily accessible to the other towns, and abuts Northampton, the area's major center for services. As the border town between its rural neighbors and the city of Northampton, Williamsburg offers an ideal location for the blending of rural influences with the diversity and cultural resources of a small city. It also currently serves as the hilltown center for other community services such as Council on Aging activities and the Hilltown Resource Management Cooperative.

C. Describe any unique characteristics of the student population to be served.

We expect the student population to come primarily from the surrounding hilltown communities. The hilltowns are distinct in their rural character. There is a unique mix of agricultural families and newer arrivals who have migrated to the area for its colleges. Small business and self-employment are critical to the economy and are often integrated into family life. The geography which separates families has led to a strong reliance on home-based activities for children. Children frequently socialize in mixed age groups, and incorporate rural experiences into their everyday lives. Families are also used to coping with traveling long distances to meet their needs. A relatively stable population has resulted in a large number of elders who have lived their entire lives in the area and who are a rich source of information on its history and traditions.

D. What is the school's anticipated enrollment?

We anticipate starting the school in September, 1995 with an enrollment of 35 children. Each year we plan to admit additional children to reach a total enrollment of 47 by September, 1999. We are hoping to grow "~~organically~~" as the need evolves and have considered growing to 60 or even more students by 1999. For the purposes of this proposal, we have presented a model based on a manageable beginning number.

E. What grade levels will be served? How many students are expected to be in each grade or grouping?

In September, 1995 our charter school will serve 35 children, kindergarten through grade 4. This mixed age group is central to the school's developmental approach, teaching methods, and

curriculum goals. We draw upon the area's rural heritage in the creation of a one-room schoolhouse. Three FTE teachers will be able to split the group into smaller sizes for developmentally defined activities, work with individual children to meet specific needs, and coordinate projects for the entire group when appropriate. This mixed-age group is ideal for incorporating the Reggio Emilia approach with a growing recognition in education that mixing children of different ages allows children to develop at their own rate and draws on the strengths of peer teaching and modeling. As the children age, an additional fifth/sixth grouping will be added to include children 10 and 11 years of age. At that time the school will divide into two groupings. By September, 1999 we anticipate serving 47 - 60 children in grades kindergarten through sixth grade. Once the school reaches full enrollment, each mixed age group will have 35 children and three FTE teachers.

5) Recruiting and Marketing

A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.

As soon as our Charter School is approved, we will begin publicizing our proposal in the local media -- newspapers, radio and television. We will give presentations to local preschool and Head Start programs, as well as public school administrators and school boards. We will also disseminate information via local libraries, stores, post offices, 4-H clubs, scouting groups, YMCA, agricultural fairs, local Family Centers and play groups.

B. Specifically, what type of outreach will be made to potential students and their families?

The above outlined dissemination of information will attract interest from a diverse cross-section of our community.

When a family expresses interest in the school they will receive an outreach packet of information describing the philosophy and curriculum of the school, and appropriate admissions materials. There will be monthly open meetings to incorporate and orient new families.

6) Admissions Policy

A. Describe the admission methods and standards you will use to select students.

The admissions policy of the Hilltown Charter School does not discriminate on the basis of race, sex, color, or national or ethnic origin. We seek:

- diversity in regard to race, socio-economic background, and abilities;
- a balance in each class of girls/boys and ages;
- an appropriate child/adult ratio
- an appropriate match between child and school considering previous experiences, individual and group needs, and services available

Acceptance priorities are

- living in the same town as the Hilltown Charter School;
- minority children;
- special needs children;
- siblings of children currently enrolled.

Admission to the school for September, 1995 will be done on a rolling admissions plan in order to solidify a group of families as quickly as possible to begin working on development of the school. After March 15, 1994 families wanting to participate in start-up work may submit applications to the founding coalition. A core group of families will thus be able to start meeting immediately to help form the school. Fifteen spaces will be held unfilled until March 15, 1994 in order to facilitate the outreach and marketing necessary for meeting diversity goals and acceptance priorities. Once the school meets full-enrollment, an admissions lottery will be instituted for future years in order to ensure equal access for families.

B. Explain how these policies further the mission of the school in a non-discriminatory fashion.

Involvement of families is critical to the Reggio Emilia approach to education and central to our concept of a community school. An essential criteria for admissions to the Hilltown Charter School is a family's desire to be involved with the school. Each family choosing the school will be asked to commit to regular involvement of some type. This will take a variety of forms, including but not limited to: help in the classroom; periodic clean-up/work days on-site; administrative or classroom support duties which can be performed at home; fundraising; or outreach to the larger community.

Flexibility and creative opportunities for parent involvement will allow the school to incorporate a variety of families in a non-discriminatory fashion. We understand the stresses of raising children in today's society that limit the availability of parents. Opportunities for involvement will be made as varied as possible, so that families may structure their involvement to fit their own particular interests and schedules.

7) Profile of Founding Coalition

A. Describe the make-up of the group or partnership that is working to apply for a charter.

We are a group of parents, educators, artists, and concerned community members who have united specifically for the purpose of founding a charter school. As such, we are a broad-based coalition with extensive ties in our local communities.

Following is a list of current members of the founding coalition. Selected resumes are attached in Appendix A.

Executive Committee:

Lee MacKinnon, MEd. (Chair), Haydenville, MA
Penny Schultz, Williamsburg, MA
Sarah Elston, Williamsburg, MA
Victoria Yoshen, Ashfield, MA
William Cutler, M.D., Haydenville, MA

Coalition Members:

Parents:

Anne Tumblin-Haxo, Haydenville, MA
Mary Ramsay, Haydenville, MA
Laura Pravitz, Williamsburg, MA
Alida Dest, Goshen, MA
Robin Jurs, Haydenville, MA
Susannah Brown, Worthington, MA
Doug Schnare, Worthington, MA
Greg Newman, Worthington, MA
Liese Schaff, Worthington, MA
Pheobe Bushway, Plainfield, MA
Stephen Yoshen, Plainfield, MA
Victoria Yoshen, Ashfield, MA
Lee Mackinnon, Haydenville, MA
William Cutler, Haydenville, MA

Educators:

Ronald Woodland, M.S., Worthington, MA
Penny Schultz, Williamsburg, MA
Sarah Elston, Williamsburg, MA
Mary Beth Noonan, Williamsburg, MA
Laurie Bell, MEd.

Community Members:

Thomas Murray, Ed.D., Ashfield, MA
Milton Hanzel, Northampton, MA
Gerald Hersh, C.P.A. Northampton, MA

B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

As members of a rural community, many members of our group have been informally affiliated for many years. Many of these affiliations have been based upon our common goal of providing enriching experiences for children.

Since 1989, Penny Schultz, music teacher for the Chesterfield/Goshen school district, has been teaching music and movement classes for preschool and school-age children in the hilltowns. These classes have served not only the children, they have given the families involved an opportunity to meet and communicate about arts and education.

Another of our founding members, Sarah Elston, formerly a preschool and elementary school teacher, has been performing puppet shows and presenting puppetry workshops for children and teachers for the past 20 years, throughout the U.S. and abroad. She is presently coordinator of The Arts/ Curriculum Project, which works in public elementary schools helping teachers to integrate puppetry and other visual and performing arts into the curriculum.

The Earthdance Creative Living Project, a non-profit dance center in Plainfield, has provided a cultural focus for hilltown families since 1987. Among the activities sponsored there has been a monthly family choral group which has allowed many families to come together on a regular basis. These monthly gatherings have allowed families from different rural towns to discuss educational experiences in their various school districts, fostering for many the dream of a school alternative. Four members of Earthdance have joined our founding coalition.

In January, 1994, Lee MacKinnon, a concerned parent and community member with professional experience in early childhood education, convened the first in a series of meetings of what was to become the executive committee of the founding coalition. One week later, an outline of our Charter School proposal was presented at an open community meeting. The expression of support was overwhelming, as many talented community members offered their expertise for the project and joined the founding coalition.

While we are not affiliated with any existing school or corporate entity, we have initiated some fruitful contacts with local institutions. Assistant Superintendent William Erikson of the Hampshire Regional School District has expressed support for our effort, and we have begun exploring with him potential interactions between a charter school and the local school district. We have presented our proposal to the Hitchcock Center, an environmental education center in Amherst, MA, and they have expressed interest in training teachers and providing resources for teaching science. We have received encouragement from educators at the University of Massachusetts, and are exploring the possibility of developing an affiliation with the Graduate School of Education. We are exploring the possibility of attracting student teachers from other area colleges. We have also initiated the process of reaching out to local businesses for support and input.

Lella Gandini, the official liaison in the United States for the Administration of Early Childhood Education of the Municipality of Reggio Emilia, has offered training for our teachers and is a nominee for the Board of Trustees. We have also contacted the following educational consultants who are supportive of our proposed school and have agreed to work with us: Mary Beth Radke, M.Ed.; Cathy Weisman Topal, MAT; Sarita Belmont, Ed.D.; Anne Woodhull, B.A.; Laurie Bell, M.Ed.; Ljuba Marsh, M.Ed.; Phyllis Woolf, M.Ed.

C. Include any plans for further recruitment of founders or organizers of the school.

Because we are a grassroots organization which has responded in a short period of time to this legislative call for charter school proposals, we are in the early stages of building the broad community-based coalition which we envision as the foundation of this school.

We will continue to develop the aforementioned contacts with the Hampshire Regional School District, the Hitchcock Center, the University of Massachusetts, and local businesses. We also plan to contact other local school districts and the other universities in our five-college area. We are researching the possibility of recruiting a corporate sponsor who is interested in our goal of stimulating the creative powers of children during the educational process. We will also continue to recruit from our most essential base of support, the many members of our community who feel compelled to create a better educational environment for our children.

8) Timetable

A. Discuss a timetable of events leading to the opening of a charter school.

Upon acceptance of our charter school application, the core founding group will move immediately to elect a board of trustees as described in the "Governance" section of this application. The Board of Trustees will then initiate establishment of a non-profit corporation which will assume legal and fiduciary responsibility for the establishment of the charter school.

April - June, 1994: The Board, utilizing the involvement of the Core Founding Members, will establish subcommittees responsible for: 1) fundraising; 2) physical plant; 3) staff recruitment and hiring; 4) family and community outreach; 5) budget. Rolling admissions procedure for founding coalition families will be initiated.

July - August, 1994: Initiate monthly school community meetings; ongoing committee work; publish materials for outreach and fundraising.

Sept., 1994: Presentation to Board of: fundraising to date, narrow list of potential school sites; recruitment report; demographic report of interested families.

Sept. - Dec., 1994: Hire teachers for Sept., 1995; secure school site; establish admissions committee and circulate admissions materials; elect interim Management Team (see section on Governance).

Jan. - March, 1995: Selection of eligible students for Sept. 1995 by lottery; monthly school community meetings to address classroom design, curriculum, resource recruitment; hire administrator; transportation requirements assessed; ongoing fundraising; establishment of liaison committee to facilitate interactions with local and district schools.

April - July, 1995: Revise budget for 95-96 school year; additional recruitment of students if needed; renovation of classroom space if needed; final determination of school hours and curriculum outline; ongoing fundraising; annual election of 1/3 of Board of Trustees; continued monthly meetings of school community; purchase classroom materials; final transportation needs arranged.

August, 1995: Final set-up of classroom space; teachers make home visits to incoming students; monthly meeting of school community; orientation program.

Sept., 1995: School opens.

9) Evidence of Support

A) Try to convey as clearly as possible the scope of community backing for the proposed charter school.

Our community includes a broad spectrum of differing interests and affiliations as follows:

1) Our local Hampshire Regional School District expresses support for this charter school. During a meeting with William Erikson, Assistant Superintendent of Hampshire Regional, he expressed enthusiastic support for our school. He especially appreciates our plan to involve families and to have exchanges with the public elementary schools in the district. He sees this charter school as a possible training site for the entire district. He also sees the potential for bringing new skills into the present public schools when students transition from the charter school into the junior high and high schools.

2) Members of the business community support this charter school because the school's design will incorporate involvement of its students in the community. This will potentially cultivate an appreciation of the interests and needs of small businesses, and may encourage families to invest in the local economy. Five Northampton businesses are presently reviewing our charter proposal and each has expressed an interest in offering some financial sponsorship.

3) As stated in question # 7, several local institutions of higher education are considering becoming affiliated with our charter school and using it as a teacher training site. We have support from several adjunct faculty members at the University of Massachusetts and Smith College.

4) Local community educators not only support our charter school but are also interested in a long-term affiliation. Several have already donated long hours of consultation in the conceptualization of the school. (See Part I, #7B.)

5) Teachers from several towns in our district have expressed support for this charter school and see it as an opportunity to bring new educational perspectives into the area.

6) Parents and their children are our most important constituents and an informal survey indicates great interest in our proposal. Many families have asked to be kept apprised of our progress as the school develops.

7) Several members of local school PTOs and School Committees, have welcomed the possibility of bringing new educational directives into the public arena of education in our area.

8) Stephen Kulick, our State Representative, has fully endorsed our proposal. (See letter of support in Appendix B.)

B. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders, or others.

See letters of support in Appendix B.

PART II

10) Educational Program

A. In detail, describe the educational program of the school.

We believe that children learn best through direct experience with materials. Therefore, the classes will have a rich supply of materials available for free use, individual exploration and problem solving. Children will be encouraged to take initiative for part of their own learning, make choices and follow through on work that is started. Teachers will respond to and expand upon the interests of the children, including both academic and artistic areas of investigation. Recognizing that children grow and learn at different rates, we have mixed grade levels in one class. This allows children to learn from each other, and teachers to work individually with children as well as in small groups according to specific needs. Comparison and competition will be minimal because of the individualized nature of the program and the great variety of materials that will be used.

A central subject will be used as a point of departure for an integrated curriculum, allowing us to explore subjects in depth as well as maintain a point of reference for families to orient to activities in a classroom. Students will develop skills in art, math, science, reading, writing, problem solving and critical thinking as they work with these themes. Through teaching problem solving and critical thinking strategies that can be applied in all disciplines, problem solving becomes a thread that weaves all subject areas together. It creates a standard for questioning and seeking answers whenever a new topic is approached.

Time will be set aside each day for a class meeting so that children as well as teachers have opportunities to raise issues that are important to them. From these meetings a sense of community will develop with each person's valuable role experienced daily. This is a time for children to share aspects of their work, through which they learn to listen and constructively criticize.

The Central Subject as an integrative curriculum theme can work as the following example illustrates.

Using TREES as a Central Subject, all aspects of trees can be examined throughout the year, from seeds, to saplings, to forests. Each child can choose a tree in the neighborhood and at home to observe. Students will keep a scientific journal to record their observations and drawings of their trees cycle throughout the year. We will take field trips to study various tree habitats and types. Students will read literature with tree themes from many cultures. In addition, environmental issues will be discussed, including conflicting cultural views about tree-cutting. Art can be integrated by paper-making, wood-block design and basketry. Children may design and build a tree-house, starting from models using branches and toothpicks. Children who are able will rely on measuring and calculations to keep their elements to scale. They also need to think through various design issues such as access and structural balance.

Students will research ways in which trees have been used historically in the area. Local industries relying on tree products such as apple orchards, maple sugar farms, lumber mills, tree farms, will be visited. Students will conduct hands-on projects such as tapping maple trees and

boiling sap to create maple syrup. Each season the children will create a celebration in song and dance revolving around the cycle of trees and drawing on the many cultural traditions that relate.

The children's work will culminate in a local exhibit/performance.
Following are more specifics by skill area.

MATH

The math curriculum will emphasize the use of concrete materials through which children will develop basic mathematical concepts. The materials will be carefully chosen to lead to an understanding of various mathematical operations. At first children will experiment freely. When they show readiness, they will be led to more precise and complicated operations with children making their own discoveries.

The following is material covered in K-2nd grade and with which children should be familiar by the time they enter third grade. (See Appendix C.)

The 3rd & 4th grade math curriculum will be based on TERC's curriculum "Investigations in Number, Data, and Space", a description of which is in Appendix C.

LANGUAGE ARTS

Central to our language program is the individual child's own experience, language and thought. We will encourage the expression of feelings, ideas, and opinions and work towards an understanding of the value of various forms of communication. This Whole Language approach uses discussion, story writing (both in groups and by individuals), child-created plays, reading aloud, choral reading, and singing. In each classroom there will be bookshelves which contain magazines and child-written stories and poems, as well as reference books and fiction written for children. The children will also choose books freely from the local library. As the children develop confidence in their own writing, they are introduced to the ideas of "standard" spelling and editing and are helped to "publish" their work by older children.

In Kindergarten the year will begin by reading a variety of books aloud. These books are used to stimulate conversations about issues that are important to the children. Conversations provide a way for children to verbalize their thoughts as well as to become aware of others' thoughts. Throughout the kindergarten year, we will emphasize such skills as vocabulary building, recognizing language flow and rhythms, defining words in context, and listening. Creating both group and individual stories, poems, and making books will be used as a natural bridge to the child's reading and writing. Children will learn to recognize words in their own writings. Components of the language that will be stressed are sequencing the story, left-right orientation, dictating in complete sentences and differentiating between fact and fiction. In addition, as a child becomes ready, s/he begins working on letter formation, letter names and sounds, consonant/vowel/consonant (C-V-C) words and sight words.

In ~~grades one and two~~, the language program is tailored to follow the work done in the Kindergarten year. In addition to the activities outlined above, skills work with individual children or small groups of students will take place. Skill progression in reading and writing includes:

letter formation, consonant and short vowel sound recognition and use, blending of consonant-vowel-consonant words (such as "cat", "sit"), common sight words, digraphs and blends, silent 'e', compound words, diphthongs and vowel combinations, vowel consonant combinations (such as

or, ir, er, ur, aw, ow), doubling rule, adding endings, word families (such as -igh, -ough), simple punctuation, capitalization.

For the 3rd & 4th grade, students record in their own journals each day and complete at least one major writing assignment weekly (story, poem, essay or report). The writing assignment is a process consisting of six important phases.

- (1) Pre-writing involves discussion of goals and definition of writing form (i.e. fiction or non-fiction, poem or report). Possibilities for topics are shared. Guidelines are given and questions asked.
- (2) The preparation phase involves a trip to the library, re-reading a story, or perhaps "free-writing" to get imaginations going.
- (3) Next, children write a rough draft, organizing their ideas, sequencing them appropriately, and selecting the best words to express their ideas. We don't worry about spelling or punctuation at this stage because they might interfere with the flow of ideas.
- (4) During the editing and revising phase, students read their writing in pairs or small groups for feedback on content, organization, sequence and language. An editing checklist made for this particular assignment by a teacher or a student is used. Some questions might include: "Does your beginning sentence tell what the paragraph will be about?" "Does your story have a beginning, a middle and an end?" Students then go over the edited manuscript with a teacher, showing what changes are planned. Revisions are made, using a thesaurus and suggestions made in the group.
- (5) Proofreading is first done by the student writer, then by one other student, who, using a checklist, corrects grammar, punctuation, and spelling. A final proofreading is done by the teacher.
- (6) The finished copy is made in cursive writing, and perhaps illustrated, covered, or bound. Finished work is shared for feedback and affirmation.

SCIENCES

The exploration of our natural environment through hands-on investigation is a major theme for our rural school. We envision our classroom as incorporating the outdoor environment as well as the agriculturally based home environment. We tap the child's natural curiosity as the essential ingredient to scientific inquiry. Children are encouraged to make careful observations and record them through drawing, graphs, models or writing. We will draw on the environmental and scientific resources of our locale including the Amherst College Planetarium, Hitchcock Center for the Environment, Audubon Society/Arcadia Wildlife Sanctuary, Smith College Greenhouse, U.S. Department of Fisheries and Wildlife, local Historical Society's museums, Springfield Museum of Natural History, Historical Deerfield Museum whenever possible.

The science curriculum will be closely integrated with the central subject.

PHYSICAL EDUCATION

A very important part of physical education is for each child to feel successful, to be able to enjoy moving in different ways and to appreciate his/her body. Physical education is therefore diverse and non-competitive with an emphasis on play as a way to get physical fitness as well as flexibility, strength, coordination and balance.

Physical Education will be integrated into the school curriculum through nature hikes, creative movement, winter sports, cooperative games, and international folk and contra dances. Local community team games are available for T-Ball, Soccer, Baseball and Volleyball and are coached in a way to encourage participation and skill-building.

ART THROUGH-OUT THE SCHOOL

The visual arts are a natural mode of self-expression for children. In the classrooms there is a variety of art materials near at hand all of the time. Children are encouraged to explore their ideas and feelings, to discover their own imagery, and to model their world. Concrete art experiences provide children with confidence in the use of their hands as well as the immediate enjoyment of materials per se. Small muscle control and directional sense (pre-reading skills) are developed in activities such as embroidery, weaving, bookbinding, and building.

Art is often integrated with other curriculum areas such as drama (making masks or puppets for a play), math (exploring pattern through weaving, bead work, tessellation), and social studies (building dioramas or life sized models related to the study of a culture). Crafts also encourage children to share skills such as finger crocheting, color mixing, or construction. Much observation, drawing, and painting is done all year. Children illustrate their reports and stories. Respect for materials is learned through guided experiences. There are plentiful recycled materials so that children can work freely.

DRAMATIC PLAY/DRAMA

Children have a natural ability for improvisation and free expression in play. We encourage the children to engage in dramatic play and to use their imagination. We see this as a wonderful tool to develop cooperation, flexibility, friendships, and expressive language.

Drama develops naturally from the social studies unit. For example, a small group might pantomime a myth to the rest of the class. The whole class might perform an opera based on story from the culture being studied with music and text composed by the children, or become involved in making and designing costumes with the teachers. Hand puppets are also made and used for play making. A class may have weekly sessions in which children perform two or three-person plays for each other. They work on listening to each other, taking turns, following and leading, and being a receptive audience. In improvisations, children learn about cooperative group work, compromise, and respect for the ideas of others.

Whatever the context, drama centers on the children's natural ability for improvisation and free expression. Drama helps them develop social confidence and the feelings of empowerment that actualizing the creative instinct.

SOCIAL STUDIES

Social studies will be integrated through many aspects of the school day. The curriculum is a dynamic one which will change yearly as each class selects a new central subject to be the focus of the curriculum. The projects may arise from interest that grows from class discussion or from ethnic backgrounds of students in the class.

The aspect of Social Studies which is a constant is the focus on people - their interaction with their environment, history and each other. Our studies may include history, geography, current life, peoples, animals, environment, culture-arts, folk tales, games, language, food, holidays, music and song. The academic skills utilized vary for individual children depending on their developmental stage. They include reading for information, listening skills, drawing conclusions, using a variety of primary and secondary resources, map study, organizing information in written, oral, or artistic reports. Children study cause and effect in an historical context and learn to recognize their own social attitudes and prejudices.

One of the basic goals of our multi-cultural curriculum is to help children develop social awareness, mutual respect and responsibility. Children will be encouraged to speak freely in our daily class meetings about events of social as well as personal significance. Teachers will help empower children to find concrete ways they can help solve the problems that they identify.

Every year will begin by focusing on the child and his/her family. Sharing aspects of the children's lives each fall helps transition each individual to a new environment and new friends. Many activities are used to build on children's self-esteem. For instance, each child can make a personalized banner that incorporates aspects of his/her life. Throughout the year, learning more about the various cultural backgrounds within the class is a major theme. We will explore these cultures through sharing songs, cooking, photographs, stories, classroom visitors and field trips.

MUSIC

The music curriculum will be integrated into the whole curriculum. The focus of the music curriculum is every child feeling good about their ability to sing and create music. The rhythms, rhymes and purpose of songs, chants, game-songs, and dances from a wide variety of cultures are important tools for teaching an understanding and appreciation of diversity. Music can also "gather" community by sharing in sing-a-longs and Contradances.

B. What is the basis for the teaching methods to be used?

The following are references to various methods we are aware are useful in working in a learning environment for the best fostering of "education". The thread that ties these disciplines together are the emergent curriculum bias, integrative arts, and structures for community involvement. They all assume the importance of building self-esteem, use of critical thinking, problem solving and encouragement of curiosity.

In the first years of life, humans develop a sense of self and modes of interacting with others; this is when external influences have the most profound and lasting effects on basic thinking and behavior and points to the need for excellent early childhood education (Montessori, 1967; Monographs on the Perry Pre-School Study, 1984)

Children and adults construct their own understanding of the world through direct experiences with it; creative thinking can best be encouraged in an environment in which "teachers" are not dispensers of information but rather models, resources and guides, helping children (and adult learners) to develop their own ideas and solutions (Constructivist Education: Dewey, 1902 & 1915; Piaget, 1965; DeVries and Kohlberg, 1987; Duckworth, 1987; Fosnot, 1989, Edwards, Gandini, Forman & The Reggio Emilia Approach, 1993)

Children can be helped to learn to generate options and anticipate and understand consequences in interpersonal interactions (Spivak and Shurer, 1992)

Adults can effectively model, set up conditions for, and encourage children to work together for mutual benefit and toward a common goal (Cooperative Learning, Johnson and Johnson, 1991)

Positive self-concept and an environment that fosters cooperation and communication are essential for conflict resolution (Children's Creative Response to Conflict Program)

"Art promotes intellectual development, creativity, positive self-esteem, and problem-solving", (Schirmacher, 1988)

"Picture-making and object-forming activities are increasingly understood to be the primary means with which preschool and primary school children prepare themselves to master the beliefs, values and behaviors that make them functional within their culture" (Baker, 1990).

Encouraging "the symbolic languages" of children (i.e. words, movement, drawing, painting, sculpture, shadow play, collage, and music) fosters intellectual and social development; "teachers need to keep their own artistic selves alive in order to help children develop theirs" (Reggio Emilia approach).

An appreciation for multiple intelligences reduces prejudice and build self-esteem by valuing each person's unique learning styles (Gardner, 1993)

For real change to occur in teaching, supportive coaching must be given during the stage of beginning implementation (Joyce and Shower, 1982).

Recent brain research recommends antidotes to the negative effects of TV and modern lifestyles on language acquisition, critical thinking and behavior (Healy, 1990).

When people use a model of communication in which people own their own feelings, they increase their ability to respond with compassion to themselves and others (Nonviolent Communication, Rosenberg, 1983)

It is important that participants chose the content of their education rather than having "experts" develop curricula for them; all real liberation and development must rise from the grassroots up. Transformation is not something that one person can do for somebody else" (Friere, 1984).

Building self-esteem and conflict resolution in schools requires far more than a program of activities; it requires "collaborative teacher-student planning, cooperative learning, thematic units that emphasize personal and social meanings, student self-evaluation, multi-cultural content, activities that involve making, creating, and "doing", and the need to enhance adults' self-esteem, particularly teachers', since it is unlikely they can contribute to positive self-esteem in young people if their own is negative." (The Self-Esteem Controversy, Beane, 1991)

C. Describe the school calendar and hours of operation of the school.

In achieving our goal of a school which facilitates family involvement, we will need to reach beyond the hours of the traditional school day while maintaining respect for the convenience those hours provide for many working families.

The final schedule of school hours will meet the following criteria:

1. Each student will receive a minimum of 1080 schooling hours per year.
2. The school will be operational during the traditional hours of local public schools (Mon-Fri 9-3) to meet the needs of families who depend upon those hours.
3. There will be "long day" options to meet the needs of rural families who may need to commute long distances to attend the school.
4. While all children need not be present during all operational hours, there will be 'core curriculum hours' (on the order of 18 hours per week) when faculty can plan for full attendance and schedule continuity projects.

An example of such a schedule would be:

Mon, Wed, Fri: 8:00-6:00

Tue, Thu: 9:00 - 3:00.

Families could then select five six-hour days or three ten-hour days for their children.

The core curriculum hours would be Mon, Wed, Fri 9:00 - 3:00.

We envision that these flexible hours will offer exciting curriculum opportunities. The hours of lower utilization will offer opportunities for age-mixing of students, and allow interactive time for faculty who will be responsible for fewer students.

We additionally envision monthly evening sessions to involve the larger school community.

We are currently exploring similarly flexible options in the school calendar, including operation on a year-round schedule. Because we believe that the calendar and operating hours of the school must be responsive to specific curriculum and school community needs, final determination of these factors will occur several months prior to the opening of school (see "Timetable").

11) Student Performance

A. Describe your proposed plan to assess student performance.

Students will be evaluated in an individualized manner that acknowledges the uniqueness of individual learning styles. For each of the curriculum objectives, teachers will determine criteria by which to evaluate students according to their own potential and effort.

Students will also develop methods of self-assessment. Working individually with teachers, they will set their own goals for achievement, based upon mutually determined criteria. The teacher and student will then periodically review these goals to measure progress.

For every age or grade level, teachers will determine criteria to measure levels of competency in each of the subject areas of the curriculum. These competency criteria will be the basis of semi-annual assessments to measure the grade-appropriateness of each student's performance.

B. What remediation will be available for under performing students?

We believe that our developmental individualized approach to education will enhance the performance and achievement of many students who have difficulty in a standard classroom setting. Nevertheless, we recognize and anticipate the special challenge of students whose learning styles yield substandard performance.

For these students, the faculty will meet as a team to more fully define challenge areas and strengths of the individual student. When necessary, CORE evaluations will be arranged. There will also be a mechanism for consultation of learning specialists to help teachers modify curriculum and initiate individualized approaches to accommodate the student's learning style and challenges.

C. How will the development of skills be measured?

We will use teacher-developed criterion-referenced evaluation tools to assess skill development. For each subject area, teachers will establish objectives with specific criteria against which they will periodically measure and evaluate skill development. There will be a system of landmark skills in each curriculum subject area designed to alert teachers to students who are not developing age-appropriate skills.

The acquisition of new skills will be documented within the school community in a variety of ways. The curriculum is designed to encourage students to continually utilize their skills creatively in projects and performances. Written, photographic, video, and audio media will all be used to document these skills.

In addition to the above methods, there will be periodic standardized testing (such as CTBS) to allow curriculum planners to assess school-wide student performance in various subject areas in comparison with achievement levels at other schools.

12) School Evaluation

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

Following a school based model of evaluation, criteria will be set by the Board of Trustees and the Management Team for each of the school objectives to periodically determine progress in meeting those objectives. An outside consultant will be retained annually to develop evaluation tools with the Management Team and review progress and achievement. On an annual basis, the Management Team will work together with the consultant to develop a specific action plan with expected outcomes for each of the school objectives.

B. How will the school establish regular dialogue with parents? With the community?

Regular dialogue with parents is central to the school model we are proposing. Parents must understand day-to-day activities of the children as well as broader educational goals in order to feel invested in the school and eager to contribute to its mission. Specific plans for communicating with parents include

- home visits - Teachers will visit the home of each child in their group at least once each year to establish open communication patterns with parents outside of the school environment;
- parent/child/teacher conferences - Conferences will be scheduled at least three times per year. The initial conference will include the child so that goals for the year can be set and ideas for projects discussed. At least one of the remaining conferences will be for parents and teachers alone to discuss any issues they may want to address. Parents will be encouraged to contact teachers and/or the administrator to set up additional meetings at any time. Teachers and administrators will be encouraged to share their phone numbers with parents so that parents may call them in the evenings when time for relaxed conversation is more likely;
- monthly all-school meetings - Each month the entire school (parents, teachers, children, administrator) will come together for an evening of information sharing, socializing and performance. These meetings will include dinner and be scheduled from 5:30 to 7:30 to accommodate the hours of working parents;
- daily/weekly log of classroom activities - Teachers will log each day's highlights. This information will be posted on a parent bulletin board so that parents may read highlights of day-to-day activities. These logs will serve as an aid for teachers to keep records of the year's progress;
- shared documentation- Each parent will be able to review their child's portfolio of school activities at any time. Documentation of school projects will be shared at regular all-school meetings, held each month.

The school will strive to have a very visible role in the community and will be drawing on the talents and traditions of many community members. Some monthly all-school meetings will be open to the community so that projects and performances of the school can be shared. The administrator will establish relationships with local media so that school information can be shared to the wider public. School projects that take place outside of the school building will be based on strong communication with the community. These will include activities focusing on the environment, agricultural pursuits, local history, and large scale artistic creations. Projects will be shared with the local community through exhibits in community buildings, performances in the gathering places of special populations such as elders and young children, and involvement of the school in community events such as agricultural fairs and town celebrations.

13) Human Resource Information

A) How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials. What is the targeted staff size?

The founders and the Board will be responsible for defining the hiring process and hiring the initial teaching team. The teachers should be trained in the Reggio Emilia approach or be willing to participate in training with Lella Gandini, our Reggio Emilia educational consultant. (See resume in Appendix A.) Teachers will have a strong background in the arts and/or sciences and experience in working with an integrated curriculum. Experience in team teaching and demonstration of integrated curriculum development will be higher prerequisites for teacher selection than certification.

The administrator will be selected on a basis of strong organizational skills, fund raising experience, marketing and outreach skills, experience in team management, and previous work with Boards of Directors.

For start-up of the school in September, 1995, we will hire 3 FTE teachers and one administrator.

B) How will teachers and administrators be evaluated? How often?

A team approach to supervision reflects the co-teaching model inherent in our school. Teachers, the administrator, and an educational consultant, preferably trained in the Reggio Emilia approach, will develop annual goals for teachers and develop standards and teaching behaviors which illustrate basic teacher competency.

At regular intervals during the year teachers observe one another, making detailed records of what the teacher under observation and the students are doing. Observations will include student behavior and involvement in classroom activities; instrumental tasks (classroom management, organization, etc.); the teacher's seeming enjoyment of her/his work; the teacher's ability to communicate and follow student initiative; content of the lesson; and interactions between teacher and students.

After the observation the teachers share their notes with the observed teacher, reinforce positive behaviors, and discuss ways to better meet goals and objectives. In the non-threatening environment of peers, each teacher may be able to honestly view his/her strengths and weaknesses in striving to improve teaching.

Teachers and staff will submit summaries of the supervision goals they develop with their peers to the management team. (See school governance) They will also collect and submit "documentation" in the same way that students do in order to develop a portfolio of the year's accomplishments.

Parents and students will submit annual written evaluations of individual teachers, the administrator, and the school as a whole to the management team. These will be shared with teachers and staff and will become part of their personnel files.

Any concerns about a teacher's performance should first be shared with the teacher. If concerns still exist, any member of the school may bring the issue to the attention of the management team. The educational consultant will work with the management team to evaluate the situation and develop remedial actions if necessary. A dismissal policy will be developed by the Board of Directors before the opening of the school in September, 1995.

C) Describe any relevant employee information, including but not limited to salaries, contracts, hiring and dismissal, benefit packages, and staff development.

Teacher salaries will be \$23,000 - \$27,000 per year, commensurate on experience and training. A part-time administrator will be paid \$17,000 per year. The Board of Directors will draw up staff contracts to include salaries and benefits, annual wage increases, grievance procedures, and dismissal policy.

Staff development will be an on-going priority of the school. The rich educational resources of our larger community provide various training opportunities for educators. Initial contacts with educational professionals have demonstrated a high level of support and enthusiasm for our model. (See resumes in Appendix A.) Lella Gandini, adjunct professor at the University of Massachusetts Graduate School of Education, has agreed to be our educational consultant on the Reggio Emilia approach. She will work with teachers to fine tune classroom practices and help monitor development of teaching methods in our mixed age setting.

14) School Governance

A. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.

Based on the philosophy and the projected population of the school, administration will have two primary sources. First, there will be one part-time staff person hired as the administrator. The focus of his/her tasks will be to insure that the school maintains the appropriate records, including budgets and annual reports, follows Charter School guidelines, and has a physical plant that meets all state and local safety/health requirements at all times. This person will also serve as a facilitator in school management meetings, be the spokesperson for the school in the community and with other educational administrators.

Secondly, there will be a school management team (also called the "leadership team"). This body will be comprised of three teachers, the administrator, three parents, one student, and a board member. This group will be responsible for the continuing development of the school's programs and curriculum while maintaining alignment with the school's philosophy, hiring and firing of staff, disciplinary matters that have resulted in legal action or may cause a student's termination from the school, supervision of staff, evaluation of the teachers and the school as a whole, and any other responsibilities that the administrator or board may bring to that body. The term of the Management Team will be one academic year with re-election encouraged for consistency.

This group will operate on a consensus basis. If consensus is blocked for 3 meetings, the issue will be decided by a 75% majority vote.

The only administrative duty that will be contracted to someone outside the school is payroll/bookkeeping and some grant writing.

B. How will the board of trustees be chosen?

The Founding Coalition will elect the initial Board of Trustees. The Board will have the following make-up:

- It's total number will be equal to the management team.
- 20% will be parents.
- 20% will be school staff (one of whom will be the administrator).
- 50% will be community members.
- 10% will be Educational Consultants.

In the case of the staff and parent board members, those participating will be chosen by a vote of their peers after volunteering for the position and presenting to the voters the reason for their interest. The term will be three years with rotating terms.

The 50% of the board that reflects community members will be chosen by the founders of the Charter School. This group will include at least one public school administrator from the Hilltowns, a representative of either the Hilltown Community Development Corporation or a

Hilltown business person, and a Hilltown artist. The other positions will be open to be filled by other interested or invited individuals.

C. Describe the roles and responsibilities of the board.

The primary role of the board will be as a consultant to the management team. Through the interchange of members in both of these bodies, there will be an active flow of information in both directions. If at some point, the board has a concern regarding a decision or policy made by the management team, a joint meeting can be called to examine/discuss the concern. If there is no resolution through discussion, the board can request mediation from an outside party to assist the group to come to a mutually agreeable solution.

In addition, members of the board will be responsible for chairing committees that will include, but are not limited to, a focus on finances, development, personnel, special events, community liaison activities/program, fundraising. These committees will be the working units in these areas, and be responsible for information gathering, planning, and, on occasion, implementation of a program or administrative task.

D. Describe the relationship of the board to teachers, administrators, students and families.

See Section C above.

E. Discuss the nature of parental and student involvement in decision-making matters.

See Section B & C above.

F. Describe the nature and extent of community in school activities.

As full as we can possibly manage. Refer to Mission Statement, Objectives, Statement of Need, and Educational Program.

15) Building Options

A) Describe your present options for a school building.

We plan to locate the school in the town of Williamsburg. We are currently exploring several available commercial sites.

B) Demonstrate how this site(s) would be suitable facility for the proposed school.

Sites under consideration are accessible by public transportation (PVRTA bus). They are near the town public library and close to the town elementary school. Potential sites have interior space which is flexible, allowing the creation of the many types of space our curriculum requires, such as multiple learning centers, open space for movement and music activities, and space for visual art projects. Sites are accessible to open outdoor spaces for outside play, woods for hiking, and the Mill River for environmental studies.

C) Discuss any progress or future plans for acquisition of a school building.

Once we receive word that the charter will be granted, the founding coalition will actively pursue commitments on leasing space. Acquisition of a permanent school building will be examined by the Board after the school becomes rooted in the community and reaches maximum enrollment.

D) Describe any financing plans, if any.

The founding coalition will explore financing plans once the charter school is approved.

PART III

16) Code of Conduct

This section will be submitted at a later date.

17) Special Needs Students

This section will be submitted at a later date. We expect to incorporate special needs students and have spoken to several special needs educators about the different aspects of doing that.

18) Funding		
A. Start-up budget for planning stages before school opening.		
REVENUES		NOTES
After-school program net	\$2,800	70./wk*40.
Educational grants	\$2,800	
Seed monies (state/corp)	\$3,400	
Fundraising	\$6,000	
TOTAL	\$15,000	
EXPENSES		
Teacher stipends for planning	\$2,700	Oct - Aug, avg 9 mo*3 *100
Space rental	\$1,600	July & Aug 95
Legal fees for incorp	\$1,000	
Bookkeeping	\$800	
Classroom materials	\$3,000	
Pre-paid Insurance	\$1,500	
Utilities	\$350	
Renovation we eat	\$1,550	
Training for staff	\$1,000	
Orientation materials	\$400	
Admin staff	\$800	Jan-Aug stipend 8 mo @100
Outreach materials	\$300	
TOTAL	\$15,000	
Donated		
Renovation materials		
Renovation labor		
Many classroom materials		
Hours of planning		

18) Funding					
B. Devise a 5-year budget covering projected income and planned expenditures.					
number enrolled:	35	38	45	47	47
BUDGET	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99
INCOME					
Revenues (see section C)	\$146,304	\$159,216	\$188,267	\$197,643	\$197,643
Grants	\$2,000	\$2,000	\$1,500	\$2,500	\$3,500
Seed grants	\$3,000				
Teacher trainings	\$3,000	\$4,000	\$5,000	\$4,000	\$4,000
TOTAL	\$154,304	\$165,216	\$194,767	\$204,143	\$205,143
EXPENSES					
Teachers	\$75,000	\$85,000	\$100,000	\$100,000	\$100,000
Admin	\$17,000	\$17,000	\$17,000	\$25,000	\$25,000
Tax cost (.0975)	\$8,970	\$9,945	\$11,408	\$12,188	\$12,188
Benefits (5% of gross)	\$4,600	\$5,100	\$5,850	\$6,250	\$6,250
Contract bkpg (100/student)	\$3,500	\$3,800	\$4,500	\$4,700	\$4,700
Auditor	\$1,500	\$1,200	\$1,700	\$2,000	\$2,000
Review consultant	\$1,500	\$1,500	\$2,000	\$2,000	\$2,000
Trainers	\$5,000	\$4,000	\$4,000	\$3,000	\$3,000
Inspections/Fees	\$500	\$500	\$500	\$500	\$500
Rent	\$15,000	\$15,000	\$21,000	\$21,000	\$21,000
Utilities	\$4,500	\$4,500	\$6,300	\$6,300	\$6,300
Materials	\$5,250	\$5,700	\$6,750	\$7,050	\$7,050
Transportation	\$2,500	\$2,700	\$3,000	\$3,500	\$4,000
Insurance	\$2,500	\$2,500	\$3,000	\$3,000	\$3,500
Office Supplies	\$1,600	\$1,400	\$1,900	\$800	\$900
Maintenance/Cleaning	\$5,384	\$5,371	\$5,860	\$6,855	\$6,756
TOTAL	\$154,304	\$165,216	\$194,768	\$204,143	\$205,144
The following are fundraising goals					
Capital Improvements					
Equipment(copier, computers)					
Physical plant					
Chairs, tables, easels					
Balance of learning materials					

As there is no further detail to the other sources of income, please see 18-B.

- 19) Accountability
- 20) Transportation
- 21) Liability and Insurance
- 22) Governance Documents

These four sections will be submitted at a later date.

APPENDICES

Appendix A. Resumes (Section 7)

Executive Committee Chair, Founding Coalition

LEE MacKINNON, Ed.M.

**3 Edwards Street
Haydenville, MA 01039
(413) 268-3384**

EXPERIENCE

**1989-
present**

EARLY CHILDHOOD CONSULTANT

Work with parents, early childhood professionals, employers, and community agencies on issues of early childhood education and balancing work and family commitments.

- Write and edit educational materials on such topics as identifying family care needs, workplace child and elder care options, start-up and administration of early childhood programs, and liability
- Coordinated state Executive Office of Economic Affairs Corporate Family Care Program in W. Mass (1988-92)
- Co-founded Hilltown Family Center (Cummington, MA ; 1991-92)

1988-89

INSTRUCTOR, Child Development
North Adams State College

North Adams, MA

1995-98

DIRECTOR
Child Care Connection

Worcester, MA

1983-85

OPERATIONS MANAGER FOR CORPORATE SERVICES
Child Care Resource Center

Cambridge, MA

1982-83

TEACHER
University of Massachusetts Child Care

Amherst, MA

1979-1982

DIRECTOR/TEACHER
Derby Street Daycare Center

Berkeley, CA

EDUCATION

HARVARD UNIVERSITY
Ed. M., June 1984

WILLIAMS COLLEGE
B. A., Magna Cum Laude, June 1979
Major in Psychology with concentration in Sociology.
Elected to Phi Beta Kappa, Junior Year.

PUBLICATIONS

Worksite Centers: A Child Care Guide for Employers & Developers
(Building Owners & Managers Association, 1992)

Nontraditional Approach To Employee Benefits Benefits Employers
Business & Industry
(Associated Industries of Massachusetts, April 1992)

Corporate Family Care: Creating Family Supportive Work Environments
(Massachusetts Executive Office of Economic Affairs, 1990)

REFERENCES Available upon request.

Executive Committee Member, Founding Coalition

Penny Schultz

HC Box 77B • Plainfield, MA 01070

(413) 634-5678

TEACHING EXPERIENCE

Music Teacher, Grades K-6 1990-present
Davenport School, Chesterfield, MA

Music Teacher, Grades K-6 1989-present
Goshen Center School, Goshen, MA

Leader of monthly Community Sings 1989-present
Earthdance Creative Living Project, Plainfield, MA

Founder and Director 1988-present
Earthdance Day Camp, Plainfield, MA
A creative arts summer camp for seven through twelve year olds where mask-making, music and creative movement are the tools for creating original stories about the natural world.

Teacher 1987-present
Earthdance Creative Living Project, Plainfield, MA
Teach private classes for children, ages pre-school through grade four weaving together music, dance and story telling.

Music Director, Grades K-8 1976-1986
Cambridge Friends School, Cambridge, MA
The program, which I was largely responsible for developing, emphasized the participatory, creative aspects of music-making and dance. A brief description of the curriculum is attached.

Music Director, Ages 2-14 1973-1976
Cambridge Montessori School, Cambridge, MA

Music Director 1977-1979
Shady Hill Summer Arts Program, Cambridge, MA

Music Director 1976
Windhover Creative Arts Summer Camp for Girls, Rockport, MA

Piano Teacher, Dance Accompanist 1973-1976
Elma Lewis School of Fine Arts, Roxbury, MA

EDUCATION

Authentic Movement intensive with Carolyn Sadeh and Susan Schell (One full day a week) Hadley, MA	1987-1988
Contact Improvisation with Susan Schell (Weekly) Northampton, MA	1986-1987
Workshops in Dance Improvisation (Periodic Weekends) Various locations	1986-present
Fiddle Classes with Allan Block, Cambridge, MA	1980-1984
African Drumming Classes with Nuru Dafina, Jamaica Plain, MA	1975-1978
Private Piano Lessons with Patricia Zander, Cambridge, MA	1970-1974
Classes at the New England Conservatory, Boston, MA With Victor Rosenbaum (piano) and Lorna Cooke DeVaron (conducting, chamber singers, chorus) among others.	1968-1970
B.A., Wells College, Aurora, NY	1968

PERFORMING

Pennywhistle & Strings performances

Pennywhistle & Strings is a trio I founded in 1989 which specializes in family and children's concerts. Many of our performances have been sponsored by the Massachusetts Cultural Council.

Plainfield Town Hall, Winter Solstice Concert. December 1991

Sanderson Academy, Multicultural Day Concert. May 1991

Cummington School, Children's Concert. February 1991

Ashfield Town Hall, Winter Solstice Concert. December 1990

Goshen Town Hall, Family Concert. October 1990

Buckland Library, Family Concert. August 1989

Plainfield Town Hall, Memorial Day Concert. May 1989

Assorted programs for local granges, church and community groups in Cummington, Shelburne Falls, Huntington and Plainfield, MA.

SOLO PERFORMANCES

Movement Arts at Thornes

Multicultural concert and workshop in African American history through music. February 1992

Berkshire Trail Elementary School, Irish Music concert, Spring 1992

Worthington Library, Family concert. Winter 1991

Plainfield Library, Family concert. July 1989

Penny Schultz

HC Box 77B • Plainfield, MA 01070

(413) 634-5678

ADDENDUM

A Description of the Curriculum of the Music Program at the Cambridge Friends School, 1976-1986

The curriculum was diverse, flexible and engaging for the children. Vocal music was at the core, but I also taught African drumming, composition, creative movement, international folk dancing, New England Square/Contra dancing, and directed numerous instrumental ensembles and musical plays. Classes encompassed a wide range of musical styles: we sang music from the classical and romantic periods, du-wah songs from the 50's and 60's, operettas by Gilbert and Sullivan, Elizabethan madrigals, blues, a wide range of folk songs, music written by contemporary composers and original music composed by the children.

Music was frequently integrated into other academic areas. I taught a class in storytelling and music in which children accompanied their tellings with original songs and the sound of percussion instruments. The history teacher and I developed the following curriculum for 7th/8th grades: "Labor History and Music", "Songs of Change: The Civil Rights Through Music", and "Women's History and Music". I directed the 8th grade in the creation of an original musical based on peer issues of racism. The kindergartners created a music book (with original notation) as part of their language arts program. In 3rd/4th grades, as part of a study of evolution, the children developed a creative movement piece about the birth of the universe. A study of the environment produced a music sculpture made out of found objects.

In addition, as part of my job, I organized weekly all-school assemblies (which included leading all-school singing as well as scheduling children and guest performances) and I directed the after-school program of instrumental lessons.

SARAH ELSTON
Box 362
Williamsburg, MA 01096
(413) 268-3186

SUMMARY:

Experience:

Over 17 years experience in performing arts, specializing in original puppetry focused on social issues (e.g., substance abuse, conflict resolution, critical thinking and problem solving, sexual abuse, environmental education, cultural identity). Also conducted non-puppetry seminars on these issues. Successfully integrated scripting into the classroom curriculum. Created numerous shows alone and in collaboration with musician Roger Tincknell. Facilitated puppet making, scripting and performance within workshops and classes for children and adults. Performed in numerous venues in the United States and abroad. Artist and Project Coordinator for The Arts Curriculum Project.

Education:

B.A. in English from Smith College. Extensive and diverse professional training in performing arts, communications, psychology, and conflict resolution.

Original Productions:

- 32 original productions, including both 19 solo works, ten collaborations with musician Roger Tincknell, three collaborations with musician John Sheldon.
- Subject expertise in: problem solving and conflict resolution, sexual abuse prevention, drug/alcohol issues, environmental awareness.
- Extensive cross-cultural scripting, including seven fully or partially bilingual shows (Russian, Spanish, Yiddish).

Artist In Residence/Workshops For Children/Extended Performance Series:

- Teacher training, classroom involvement, and performance (focusing on puppetry, conflict resolution, sexual abuse prevention, and teaching about the Soviet Union) in long term projects involving several hundred events in over 25 different venues.

Trainings/Presentations:

- Over 200 trainings for parents, teachers, librarians in problem solving and critical thinking, environmental issues, puppetry, puppetry for special needs children, conflict resolution, whole-language education, and sexual abuse prevention.

Performances:

Hundreds of performances since 1975, including:

- International appearances in the former U.S.S.R., Jamaica, Australia, and Canada
- Performances in over 100 public and private school systems per year in the U.S.
- Public concerts at preschools, museums, libraries, environmental centers, folk festivals, fairs, recreation and after-school centers, The Puppet Show Place (Brookline, MA), and various other venues.

Other Experience:

- Extensive experience with Russian language and culture, including: freelance translation of children's books; teaching in a Moscow school; performing tours with Soviet educators and psychologists; seven trips to former U.S.S.R.
- Former Peace Corps Volunteer, Malawi, Africa.

**Full list of performances, workshops, professional training, etc.
available upon request.**

Executive Committee Member, Founding Coalition

CURRICULUM VITAE

William S. Cutler, M.D., Internal Medicine
Huntington Health Center
Rt. 20 Huntington, MA 01050
(413)-667-3009

Current Employment

March 1993-present: Primary Care Physician, Huntington Health Center, Huntington, MA

Medical Training

January, 1990 - January, 1993: Resident in Internal Medicine at Berkshire Medical Center, Pittsfield, MA, affiliate of University of Massachusetts Medical School.

September, 1985 - June, 1989: University of Massachusetts Medical School

Health Care Research and Presentations

October, 1991: Case presentation at annual Massachusetts conference of American College of Physicians (awarded third prize recognition)

February - April, 1989: Analysis of health care utilization patterns of homeless shelter residents in Northampton, MA (as part of the Senior Scholars Research Program at Univ. of Mass. Med. School).

April, 1987: National Medical Student Research Forum: Presentation of research and organizational work (performed June-August, 1986) which initiated the provision of on-site health care services at homeless shelters in Worcester, MA.

Undergraduate Education

1982 - 1984: Pre-medical courses at Harvard University, University of Massachusetts, and Amherst College.

1985 - 1990: Bachelor of Arts degree, Williams College, Williamstown, MA. Major in Religion

1962 - 1975: Newton, Massachusetts public school system.

Other Work Experience

June, 1989 - January, 1990: Full-time parent.

1983 - 1985: Emergency Medical Technician, Cataldo Ambulance company, Somerville, MA.

1984: Co-founder of Neighbors of Ringer Park (Arlington, MA), a local citizen's group which successfully organized to clean, up-grade and patrol a neglected urban park.

1980 - 1982: Haight Ashbury Community Radio, San Francisco, CA: Production coordinator of a bi-weekly public affairs radio program.

1975 - 1983: Culinary employment at various restaurants in Massachusetts and California.

Personal Profile

Family: Married with two children

Travel: Europe, North Africa, and Israel (1977-78); USA and Mexico (1982); Norway by bicycle (1985).

Interests: Guitar player for the Doublestop Contra-dance Band; songwriting; gardening; carpentry; being outdoors; Tai Chi; Goodnight Moon and other great literature; social change via personal empowerment.

Executive Committee Member, Founding Coalition

VICTORIA E. YOSHEN
105 NORTON HILL ROAD
ASHFIELD, MA 01330
(413) 628-4517

SUMMARY

General accountant with strong management experience, enjoys improving systems, skilled in implementing computer packages.

EXPERIENCE

- 1989-present: ACCOUNTING SUPERVISOR for Children's Aid & Family Service in Northampton, MA. Head a team of four providing all the financial reports, budgets, billing, payroll, payables and front office work for a human service agency with several programs. Financial liason to staff and Board.
- 1986-present: FINANCIAL DIRECTOR of Earthdance Cooperative and Earthdance Creative Living Project, Inc., Plainfield, MA. Created, with six others, an intentional community that evolved into a dance center. In charge of all financial reports and "deals", such as mortgages, closings, IRS status, cost projections (we built several large buildings), and juggling.
- 1986-1989: FULL CHARGE BOOKKEEPER for Donald Todrin, Esq. On a part-time basis kept books for a small law firm. New to the Western Massachusetts area with an infant; sibling arrived December '88.
- 1978-1986: FULL CHARGE BOOKKEEPER & MANAGER for several small businesses in the Boston area: WMB CONSULTING, a firm that tripled in size in the 2.5 years I was there while adding only one other support staff. The BOSTON FOOD COOPERATIVE, where I was both a bookkeeper and floor manager for two years. In both businesses I converted the bookkeeping and data management systems from manual to computer. I also worked for an accountant, ED SCRIBNER, CPA, summarizing clients' financials for taxes and training day care centers in IRS guidelines. For three years I handled the finances of INTERFACE, a workshop center in holistic studies. Independently, I consulted with beginning businesses to help straighten out finances and set up customized systems.

EDUCATION

- 1975-1977: INTEGRATIVE STUDIES PROGRAM - Pratt Institute, Brooklyn, NY.
1970-1974: Chicago Public H. S. for Metropolitan Studies, Chicago, IL.

PERSONAL

A general accountant by inclination, I take pleasure in detail, accuracy, and complete information. My history with various small businesses gives me a range of skills beyond the more traditional training. In addition to full-charge bookkeeping and office management I have been responsible for cash flow management, grant and loan preparation, presentation of financial reports, inventory, personnel supervision, cooperative decision making, auditing and analysis, understanding and implementing computer systems. My strengths include working well with people, streamlining or creating efficient systems, learning quickly, and dependability.

Founding Coalition Member

LAURIE E. BELL

184 County Rd., Southampton, MA 01073

Date of Birth: July 10, 1954

(413) 535-4263

EDUCATION

Albany Medical College, Albany, NY: Physicians Assistant Certification: 8/85

Cornell University, Ithaca, NY: BS in Science Education: 5/81

Antioch New England Graduate School, Keene, NH: M.Ed. in Educational Administration: 12/92

PROFESSIONAL EXPERIENCE

8/92-7/93

PRINCIPAL

Hibbard Alternative School, Pittsfield Public Schools, Pittsfield, MA

Provided administrative and educational leadership for substantially separate public school serving 100 emotionally disturbed and behaviorally disordered 11-19 year olds.

8/86-7/92

EDUCATIONAL LIAISON

Youth Opportunities Unlimited, Taunton, MA

Responsible for representing adjudicated youth, committed to the Department of Youth Services, in negotiations with public schools for appropriate services.

8/86-2/89

SCHOOL ADMINISTRATOR

Experiment With Travel, Springfield, MA

Responsible for administration, personnel, program development, and implementation of a Chapter 776 Approved School serving 18 behaviorally disordered adolescents.

4/85-8/86

EXECUTIVE DIRECTOR, Beech Hill/Outward Bound

Adolescent Chemical Dependency Program, Beech Hill Hospital, Dublin, NH;

Hurricane Island Outward Bound, Rockland ME

Developed pilot program into year-round half million dollar primary treatment opportunity for 120 adolescents and their families.

6/77-8/87

COURSE DIRECTOR/INSTRUCTOR

Hurricane Island and North Carolina Outward Bound; Rockland, ME; Morganton, NC

Implemented Outward Bound courses lasting from 6 to 92 days in both land and sea settings. Worked with all ages in public and special population courses.

3/81-8/86

COURSE DIRECTOR/INSTRUCTOR

Stonehearth Open Learning Opportunities, Conway, NH

Planned and implemented courses in backcountry first aid and rescue for college students. Taught refresher courses for Emergency Medical Technicians.

7/75-8/81

SUPERVISOR/EDUCATOR

Drumlin Farm, Massachusetts Audubon Society, Lincoln, MA

Schuylkill Valley Nature Center; Philadelphia, PA

Stone Valley Nature Center; State College, PA

Camp Kettle Run - Girl Scouts; Marlton, NJ

Hudson River Sloop Clearwater, Poughkeepsie, NY

Student Conservation Association, Charleston, NH

Taught adolescents and supervised programs in a variety of environmental/outdoor education settings.

PROFESSIONAL AFFILIATIONS/CERTIFICATIONS

New York State Society of Physician Assistants; Past Board Member, Committee Chair

American Association of School Administrators

Association of Experiential Education

Cooperative Extension of Franklin/Hampshire Counties - Camp Howe; Former Board Member

Girl Scouts of America

American Red Cross CPR, First Aid

New England Adolescent Research Institute; Certification in Adolescent Sex Offender Therapy

High School Principal Certification - State of New Hampshire

Curriculum Vitae

Thomas Murray

105 Norton Hill Road
Ashfield, MA 01330
413-628-4517
email: TMurray@cs.umass.edu

Education

Ed.D.	1991	University of Massachusetts	(Education)
M.S.	1988	University of Massachusetts	(Computer Science)
M.Ed.	1985	University of Massachusetts	(Education)
B.S.	1979	Worcester Polytechnic Institute	(Physics)

Interests and Focal Areas

General area of interest and experience is in computer-based instruction, training, and performance support systems that use artificial intelligence or state of the art technology. Doctoral program included work in instructional theory and cognitive psychology. Dissertation involved a study of software tools to facilitate hands-on participation of instructors in building intelligent tutoring systems. Research interests include knowledge representation and knowledge acquisition in intelligent tutoring systems for education and training; intelligent interactive multimedia training systems; architectures for multiple tutoring strategies; methods and software for involving instructional experts in tutoring system development; qualitative evaluation methods and user-participatory design; and example-based strategies for teaching concepts.

Professional Experience

Senior software engineer and project manager, ABB Power Plant Labs Advanced Computers and Controls Group (9/91 to present). Project areas include intelligent interactive multimedia training systems, video/data conferencing, neural networks applied to process monitoring, image analysis, scientific visualization, and PC-based expert systems.

Research Assistant, University of Massachusetts (1/86 to 6/91). Working with Beverly Woolf, Computer and Information Science Department (NSF and Apple Computers Inc. funding). Design, programming, and research of intelligent tutoring systems (ITS)---mainly a knowledge acquisition system for ITS. Supervised the work of eleven people working on related projects.

Research Assistant, University of Massachusetts (9/85 to 9/87, 17 months interspersed). Working with John Clement, Scientific Reasoning Research Institute (formerly the Cognitive Processes Research Group) (NSF funding). Computer implementation of an analogy-based science tutoring strategy; Research on the concept of co-variation in algebra problems (design of the evaluation instrument and protocol analysis of video-taped student problem solving sessions).

Process engineer at Texas Instruments, Inc., Dallas, TX (1979 to 1982). Implemented and characterized state-of-the-art semiconductor manufacturing process called "electron beam lithography;" supervised four technicians.

Founding Coalition Member

Ronald E. Woodland
Lincoln Hill Road
Northampton, Massachusetts 01063

Telephone: 417-253-5713

Education:

- * B.S. Degree in Geology, University of Massachusetts, Amherst
graduated Magna Cum Laude
- * M.S. Degree in Environmental Engineering, University of Massachusetts, Amherst (emphasis in environmental health)
- * Teaching Certification at elementary and secondary levels
- * Additional course work in nuclear science and mathematics

Work Experience:

- * Currently, Planetarium Director, Bassett Planetarium and Group Tour Coordinator, Pratt Museum of Natural History, Amherst College, Amherst Massachusetts
- * Ten years of teaching at elementary, secondary and two year college levels, most recently, a tenured position teaching high school mathematics, physics and computer programming
- * Teacher-trainer and Health Educator for the Health Promotion Institute, Northampton, MA, (working with teachers coordinating programs dealing with legal and illegal drug abuse, primarily tobacco), 2 year grant
- * Free Lance Lecturer (in astronomy and natural history) for various organizations including the Hampden County Collaborative for Public School Excellence in Math and Science, the Five College Partnership, Northfield Environmental Center, etc.
- * Administrative Assistant, Institute for Man and Environment (coordinated the review of Environmental Impact Reports), 18 month grant
- * Director of the annual Vermont Ecology Course (a week long residential training program for nature camp counselors), Pittsford, VT, four years
- * Director of the Environmental Program and Organizer of the Canoe Trip Program, Appel Farm Arts and Music Center for Children, Elmer, NJ, three summers

Volunteer Activities:

* Massachusetts Audubon Society:

- * Insect program leader for Wildlife N.A.B. sanctuaries (including, currently, Arcadia, Pleasant Meadows and Fairweather Nature College) lecturer, BIRD OUTDOORS, since 1987
- * Coordinator of BIRD OUTDOORS star parties

* Various community organizations such as 4-H, Cub Scouts, local schools, Worthington Recreation Committee, etc.:

- * Program leader (usually astronomy and/or natural history related)
- * Youth Leader

* Springfield Stars Club, formerly, Amateur Telescope Makers of Boston:

- * Speaker
- * Observing Chair

* Connecticut River Valley Astronomical CONJUNCTION:

- * Coordinator
- * Speaker

* Awards and Honors:

* Astronomical League, Regional Award (Northeast District), for contributions to amateur astronomy, 1987

* Wilson Award for academic achievement in geology

* Elected to the Phi Kappa Phi Honor Society,

* Cited for contributions to the Research Station for Satellite Observation, Operation Moonwatch. (youth member)

Interests:

- * Astronomy
- * Telescope Building
- * Natural History
- * Early Music Performance
- * Musical Instrument Construction
- * Computers and Electronics
- * Hiking, Bicycling etc.

*** REFERENCES UPON REQUEST ***

GERALD HERSH

Sears, Casagrande, & Hersh
244 Main Street
Northampton, MA 01060
Tel:413-584-2666

Education/Degrees:

Enrolled Agent. April 1991

Master's of Accounting . University of Massachusetts

Degree Aug. 1990 Academic Achievement Award, April 1989

Teaching Certification Programs. University of Massachusetts. 1977-81

B. S. in Environmental Education. Cornell University. 1974

Numerous Federal Tax Seminars and workshops.

Experience:

Professional Tax Preparer/Business Advisor for individuals, non-profits, and small businesses since 1975

- * Currently a partner in Sears, Casagrande, & Hersh, of Hadley, MA
- * Established in-house accounting and tax computer use.
- * Provides full range of business services to wide range of small business.
- * Provides volunteer services to IRS Senior Citizens Tax Assistance Program.

Research Assistant for Small Business Administration at UMass, Fall '88

- * Customized Lotus spreadsheets to formulate financial ratios
- * Developed recommendations to small firms for raising venture capital

Educational Coordinator/Teacher. Tri-County Youth Program, Inc. 1982-1987.

- * Developed and directed a school servicing troubled adolescents
- * Team member in Nexus Foster Care strategic decisions and client supervision
- * Supervised federal funded teachers and budget, college interns, and volunteers
- * Created unique programs in Computer Literacy, Pre-vocational and Life Skills

Experience in numerous businesses and professions enables me to better serve a variety of clientele.

- * Builder of own house in Leverett (1988-present)
- * Co-Head teacher of a Middle School for Special Needs students (1978-1980)
- * Science Teacher, Naturalist, Recreational Consultant, College Math

Instructor,

and Planetarium Instructor (1973-1988)

- * Program Director of large Summer Day Camp for disabled children (1982)
- * Outdoors Director of large summer camps (7 Summers)
- * Woodlot Manager (1972)
- * Owned and operated a small retail store and craft businesses (1970-80)

References:

Paul Rilla - Tri County Youth. Northampton, MA 01060

Robert Sears - Sears, Casagrande, & Hersh, Hadley, MA 01035

MARY-BETH O'SHEA-NOONAN

Old Clark Hill Road
Worthington, MA 01098
(413) 238-4402

CERTIFICATION

Commonwealth of Massachusetts: Elementary Educator (1-6) and History (7-12)
#257377

EDUCATION

Westfield State College, Westfield, MA

Master in Education, 1991

Bachelor of Arts, 1978

Major: History Concentration: Non-Western History

PROFESSIONAL EXPERIENCE

Tutor: Central Berkshire School District (April 1993 - Present)
- 10 hours private tutoring weekly for 17 year-old SPED student

Teacher: Long-term Substitute - Third/Fourth combination, Goshen Center School
(September 1 - November 24, 1992)

Teacher: First Grade, Goshen Center School, Goshen, MA (Part-time 1991 - 1992)
- Developed and taught science units on Birds, Whales, and Reptiles

Tutor: Central Berkshire School District/ Hampshire Regional School District (1991/1992)
- Private tutor hired through the SPED Department to work with children in their homes who were out of school for extended periods due to illness or discipline problems - Grades K, 2, 4, and 12

Teacher: Second/Third combination and Grade Three classroom, Goshen Center School
(1989 - 1991)

Teacher: Long-term Substitute - Grade One, Davenport School, Chesterfield, MA
(Spring 1989)

Teacher: Long-term Substitute - Grade Six, Granville Elementary School, Granville, MA
(1979)

Teacher: Day to Day Substitute - Grades 6-12, Westfield Public Schools, Westfield, MA
(1978 - 1979)

STUDENT TEACHING

Student Teacher: Second Grade, Berkshire Trails School, Cummington, MA (Fall 1988)
- Taught all Curriculum areas
- Organized and led small group activities
- Developed and taught units on Ireland and Bats

Student Teacher: Technical High School, Springfield, MA (Fall 1977)
- Taught African-American History, Grades 10 and 12
- Taught World History, Grades 10 and 12
- Provided tutorial services for students needing additional help
- Attended inservice sessions, faculty meetings, Core meetings, and school functions

Supporting Educational Consultant

Lella Gandini is an author of children's books, books for parents and teachers and a correspondent for the Italian early education magazine Bambini. Each year she spends time in Italy doing in-service training with preschool teachers in the cities of Reggio Emilia, Pistoia and Trento, while for educators in the U.S. she interprets current trends in Italian early childhood education. She serves as official liaison in the United States for the Administration of Early Childhood Education of the Municipality of Reggio Emilia, having worked for long to bring to the U.S. the Reggio Emilia exhibition, The Hundred Languages of Children. She holds a doctorate in early childhood education from the University of Massachusetts at Amherst, and devotes her research efforts to cross-cultural studies of parenting and early education. After many years of teaching at Smith College she is now adjunct professor in the School of Education at the University of Massachusetts, Amherst.

address:

Lella Gandini
33 Washington Ave.
Northampton MA 01060
tel. 413 584 3682

LJUBA MARSH
21 SHERWOOD DRIVE
BELCHERTOWN, MA 01007

413-323-6445 H

413-253-9910 W

EDUCATION

Hunter College, New York, NY. B.A. Fine Arts and Education
Brandeis University, Waltham, MA. Graduate Program. Certification in Education
Boston University, Boston, MA. Graduate Program. ATR-Diagnostic Art Therapy
Cambridge College, Cambridge, MA. Graduate Program. M.Ed. Administration

EMPLOYMENT HISTORY

Holcomb-Marsh Incorporated

1988-Present

Amherst, MA

President

Creative Vision-Educational Components

S.O.S Program for Elementary Schools

Research, design and implementation for a model elementary school program to utilize creative learning processes, individuation of learning modalities and communitization of curriculum design.

Teacher Workshops

Bringing new concepts into the classroom through participatory training programs that focus on curriculum development, problem solving, feedback mechanisms, inter-age learning, special education needs.

Children's Programs

Ages 6-12

One to eight day programs that utilize thematic orientation, creative exploration and multiple learning styles facilitation to enrich right/left brain thinking, support creative awareness, expand personal resources and build self-esteem.

Franklin County Mental Health Association

1983-1988

Greenfield, MA

Associate Executive Director

Executive level planning and development of programs for adolescents and adults in Day Program settings. Curriculum focused on stabilization, self-esteem, skill development and communitization.

Professional Training Incorporated

1981-1983

Springfield, MA

President/Facilitator

Design and implementation of training programs for public and private organizations throughout New England.

Hope For Youth

1979-1980

Huntington, NY

Consultant

Research, design and implementation of learning programs for deinstitutionalized adolescents living in group community settings. Curriculum was based on community integration, personal intervention and token economy systems.

- Belchertown State School* 1977-1978
 Belchertown, MA
 Designer/Teacher
 Federal grant to research, design and implement a creative learning center for children and adults ages 6-22 with extreme learning difficulties, including Autism, Downs Syndrome and Cerebral Palsy. Curriculum design incorporated sensorial/kinesthetic bridging to cognitive learning.
- Opie Mountain School* 1974
 Warwick, MA
 Consultant
 Design and implementation of private school program for hyperactive and special needs children and adolescents ages 8 to 18. Curriculum designed on Individual-Interest-Integration method.
- Gloucester Public Schools* 1973
 Gloucester, MA
 Consultant
 Resource Building in Primary and Secondary Education-teacher programs in utilizing new and unique supplemental educational materials to stimulate creative learning.
- Kennedy Action Corps* 1972
 Sterling, MA
 Consultant
 Design and implementation of creative learning programs for special needs children ages 5-12.
- Boston Public Schools* 1971-1973
 Boston, MA
 Teacher
 Secondary Education-Fine Arts.
- New York Public Schools* 1967
 New York, NY
 Consultant/Facilitator
 Curriculum research, design and implementation of learning modules for 5th grade students in Harlem/Spanish Harlem district. Curriculum designed on thematic comparative learning.
- Headstart Project* 1965
 South Bronx, NY
 Teacher
 Experimental program in pre-kindergarten learning

MARY BETH RADKE

Reeds Bridge Road
Conway, MA 01341
(413) 369-4795

PROFESSIONAL ACCOMPLISHMENTS

PROJECT PLANNER/GRANT WRITER. Gill-Montague Regional School District, Turners Falls, MA 01351. 1986-1987 School Year.

Needs Assessment. Designed and conducted a needs survey of 485 parents. Analyzed results. Interviewed key school and community persons about educational needs of young children. Identified needed services. Presented summary to advisory board and school committee.

Program Design. Facilitated advisory board meetings where 2 preschool programs and extensive teacher training sessions were designed. Located and negotiated for classroom space. Researched prices for equipment. Maintained contact with State Department of Education to insure that the proposed programs were in compliance with state regulations.

Writing. Used word processor to write draft of grant. Calculated budget for \$100,000. Included extensive rationale for services being requested. Supervised secretarial staff during final typing.

HEAD TEACHER. Clinical Early Childhood Program, Lower Pioneer Valley Educational Collaborative. Longmeadow, MA 01106. 1980-1986.

Planning/Implementation. Designed and ran program for 12 special needs preschoolers. Performed developmental and home assessments, then translated the information gathered into individual education plans. Established rapport with related medical personnel. Developed curriculum. Devised ways for handicapped children to use typical furniture and materials. Designed environment to accommodate needs of special children. Responsible for class budget.

Team Leadership. Interviewed and made recommendations for staff hiring. Trained class assistants. Educated physical, occupational, and speech therapists in interdisciplinary team approach. Facilitated team problem solving at staff meetings. Performed formal and informal staff evaluations. Worked closely with consultants. Wrote grants for teacher training.

Communication Skills. Wrote monthly parent newsletter. Maintained written and telephone correspondence with medical professionals and social workers. Wrote quarterly narrative reports on each child. Verbally communicated daily plans and individual programs with staff members. Designed record keeping so staff could make daily notations efficiently. Telephoned parents regularly to discuss progress, and to communicate elements of child's school program.

Trouble Shooting. Identified, then assessed special problem situations (e.g., child in need of a special piece of equipment). Researched available resources. Called upon social service, community, or other agencies to help. Performed necessary functions to complete solution phase (e.g., visit and fill out forms for a non-English-speaking mother or write to an insurance company documenting need for equipment).

OTHER WORK EXPERIENCE

Western Massachusetts Association for the Education of Young Children Seminar Instructor. Amherst, MA 01002. Taught *Remembering the Challenges of Childhood*. June 1986.

Preschool Enrichment Team Seminar Instructor. Holyoke, MA 01040. Taught *Leadership and Supervision*. March 1986.

Adjunct Faculty Member. Westfield State College, Westfield, MA 01085. Taught *Early Intervention*. 1984-1986.

YMCA Camp Director. Rochester YMCA, Rochester, MI 48308. 1978.

Elementary School Teacher. Litchfield Community Schools, Litchfield, MI 49427. 1976-1978.

(Continued on Page Three)

EDUCATION

M.Ed. in Special Education. University of Massachusetts, Amherst, MA 01002. September 1980

B.S. in Child Development and Teaching. Michigan State University, Lansing, MI. 1976.

SCHOLARSHIP AND AWARDS

Bachelor of Science with Honors. Michigan State University. 1976.

Educator Practicum Scholarship. North Carolina Outward Bound School. 1977.

Personnel Preparation Grant Assistantship. Massachusetts Bureau of Education of Handicapped. 1979.

OTHER WORK EXPERIENCE (Continued from Page Two)

Administrative Assistant. Outdoor Leadership Program. Greenfield Community College, Greenfield, MA. 1987-1989.

Continuing Education Instructor. Greenfield Community College, Greenfield, MA. 1988-1990.

Co-teacher. Human Development Laboratory School, University of Massachusetts, Amherst, MA. 1992-1993. First American to teach preschool with a teacher, (Amelia Gambetti), from Reggio Emilia, Italy. Adopted the Italian philosophy, and participated in training early childhood education majors.

RESUME

CATHY WEISMAN TOPAL
2 Langworthy Rd.
Northampton, Mass. 01060
(413) 584-1169

WORK EXPERIENCE

1974 to present. SMITH COLLEGE, Northampton, Ma. Lecturer
in Art Education

1974 to present. SMITH COLLEGE CAMPUS SCHOOL, Northampton,
Ma., Art Teacher

Summers 1974 and 1975. GRADUATE INSTITUTE OF OPEN
EDUCATION, ANTIOCH COLLEGE, Newton, Ma. Teacher of Visual
Arts

1970 to 1974 JOHN W. WEEKS JR. HIGH SCHOOL, Newton, Ma., Art
Teacher

Summers 1970, 1971. NEWTON CREATIVE ARTS CENTER, Newton,
Ma.

Summer 1969. HARVARD-NEWTON SUMMER PROGRAM, Newton, Ma.,
Art teaching practicum

EDUCATION

6/1969 TO 6/1970. HARVARD GRADUATE SCHOOL OF EDUCATION
and THE CARPENTER CENTER, Cambridge, Ma.,
Master of Arts degree in the Teaching of Visual Arts

9/1965 to 6/1969. CORNELL UNIVERSITY, Ithaca, N.Y.,
Bachelor of Arts degree. Graduated with honors

RECENT PRESENTATIONS AND WORKSHOPS

Cathy Topal

3/1993 PRE-SCHOOL TEACHERS OF SPRINGFIELD, MASS. A Clay workshop was presented during an inservice day to encourage teachers to do more three-dimensional work with young children.

11/1992 SMITH COLLEGE, organized and was one of three speakers at a presentation sponsored by the Smith College Sept. of Education and the Smith College Campus School on "The Reggio Emilia Approach"

10/1992 EAST ASIAN STUDIES CONFERENCE, Boston, Mass. Gave a workshop on "East Asian Black Ink Painting."

4/1992 CHAPTER 188 EARLY CHILDHOOD GRANT AND THE NORTHAMPTON PUBLIC SCHOOLS: Presented two workshops called "Faces" which were workshops for parents, teachers and children

5/1992 NATIONAL ART EDUCATION ASSOC. CONVENTION, Phoenix, Arizona. Scheduled to give two presentations in conjunction with my two books - one on painting, one on sculpture

2/1991 DAYTON ART INSTITUTE, Dayton, Ohio. All day clay workshop for elementary art teachers in conjunction with the exhibition, The Hundred Languages of Children from Reggio Emilia, Italy

5/1990 to present. Six presentations to various educational groups on the early childhood schools of Reggio Emilia, Italy

1/1989. IOWA ART EDUCATION ASSOCIATION. Davenport, Iowa. Keynote Speaker for convention, two workshops.

6/1988. OUR LADY OF THE ELMS COLLEGE, Chicopee, Ma., "Integrating Art with the Curriculum", presentation and workshop

5/1988. FAIRFAX COUNTY SCHOOLS. Fairfax, Va., Clay workshop for the system's fifty elementary art teachers

4/1987. NATIONAL ART EDUCATION ASSOCIATION CONVENTION, Boston, Ma., Clay Workshop

2/1986. NORTHAMPTON PUBLIC SCHOOLS, Northampton, Ma., Clay Workshop for all elementary classroom teachers in the system

1/1986. VALLEY HUMAN SERVICES, INC., Westfield, Ma., talk and workshop on early childhood art

4/1985. INDEPENDENT SCHOOL ASSOCIATION CONVENTION, Sturbridge, Ma., Clay Workshop

6/1985. STATE DEPARTMENT OF EDUCATION: TENNESSEE, Jackson, Tenn., Clay workshop for elementary classroom teachers from Western Tennessee

5/1984 and 5/1985 METROPOLITAN MUSEUM OF ART, New York, N. Y., special events in the Children's Bookshop

6/1984. COOLEY-DICKENSON HOSPITAL, Northampton, Ma., "Why Is Art Basic?", talk to benefit local hospital

11/1983. NEW ENGLAND ART EDUCATION ASSOCIATION CONVENTION, Providence, R.I., Clay Workshop

PUBLICATIONS

Cathy Topal

CHILDREN AND PAINTING, Davis Publications, Inc. Worcester, Ma., 1992

DISCOVER ART: Art Print Guide, Grades 1-3, Davis Publications, Inc., Worcester, Ma., 1987.

"Design and Composition Games for Young Children". SCHOOL ARTS MAGAZINE, March, 1985.

CHILDREN, CLAY AND SCULPTURE, Davis Publications, Inc., Worcester, Ma., 1983.

"Faces in Clay Relief", SCHOOL ARTS MAGAZINE, December 1982.

"Concepts and Clay Skills in the Elementary Classroom". SCHOOL ARTS MAGAZINE, NOV., 1980.

"Sculpting Figures", INSTRUCTOR MAGAZINE, accepted.

"How to build your own Silkscreen", JOURNAL OF OPEN EDUCATION, Vol. 11, No. 1, Fall 1973.

"How To Have Fun With Your Silkscreen", JOURNAL OF OPEN EDUCATION, Vol.11, No. 1, Fall 1973.

ANNE LOVE WOODHULL

90 Franklin Street
Northampton, MA 01060
(413) 584-1617

RD 1
Londonderry, VT 05148
(802) 824-6731

EDUCATION

- 1968 - 1970 Columbia General Studies, New York, NY. Received B.A. Degree.
- 1/68 - 6/68 Trinity College, Dublin, Ireland. Studied Anglo-Irish literature for two terms.
- 1965 - 1967 Briarcliff College, Briarcliff Manor, NY. Received Associate Arts Degree.

EXPERIENCE

- 1977 - present In partnership with three others, renovated and created shopping mall and art space in older department store building. Developed "Available Potential Enterprises" - an umbrella organization for artists which includes visual galleries, collaborative projects and performance space. Created "The After School" - a project for children's drawing, painting, dramatics and other events.

TEACHING EXPERIENCE

- 1981 - present Developed groups for children outdoors. Nature Study. Creative projects building shelters in the woods without tools, the making of an almost "primitive culture" in the woods.
- 1979 - 1980 Organized and ran month-long projects for school children. Gathered teachers and performers to focus on the topic of "Wings", then "Whales". It was a study and creative working of those topics - funded in part by a grant from the Mass. Council of the Arts. Hundreds of school children participated in workshops and performances.
- 1975 - 1978 Began to work with children on an individual basis in weekly two hour sessions. The age range has been from 2 1/2 years to 10 years old. The work involves an exploration of a child's creativity and the particular ways children learn. I have worked with children who do not like school or are having problems relating to their parents.
- 4/77 - 6/77 **Green Mountain Community Schoolhouse**
Assumed the responsibilities of Head Teacher.
- 3/77 - 9/77 Helped to start the **Green Mountain Community Schoolhouse** in Londonderry, VT. (an alternative school for ages 6 - 12). Taught on a volunteer basis once a week.
- 1976 Ran a **Summer** group for children ages 6 - 12. We studied nature and did creative projects.
- 1972 - 1975 **Co-teacher** in Open Classroom for First-Second and Third Graders at the Foote School, New Haven, CT.
- 1974 Tutored children individually throughout the summer, Stony Creek, CT.
- 1973 Started and ran a Summer Nature Study group for children, Guilford, CT.
- 1971 - 1972 Assistant Teacher at the Foote School, New Haven, CT. Second Grade Open Classroom Program.
- 1965 Worked as an assistant to the Head Teacher in Bethel Day Care Center, Dayton, OH for two months. It was an experiment by the Day Care to have a white teacher in an all black area.
- 7/64 - 8/64 Art Director for the "Hollywood Community" in Lebanon, OH. It was a church sponsored project for displaced Appalachian people who were forced to move from Kentucky to Ohio.
- 1961 - 1963 Ran a summer play group for ages 4, 5 and 6, Dayton, OH

INDIVIDUAL WORK and ART THERAPY EXPERIENCE

- 1976 -
present Working with children individually. Working with a range of problems. Using creative tools and Sandplay as taught by Dora Kalff and Edith Sullwold ... These tools help children have an experience of building strength and re-integration. This building of strength helps with the stresses and pressures of the particular problems that trouble them.
- 1987 -
present Working individually with adults - using Sandplay, discussion of dreams and exploration of each person's creative direction.
- 1986 Three week course at the Jung Institute, Switzerland - "The Child".
- 1985 Participated in workshop - Sandplay with Dora Kalff.
- 1984 -
present Sandplay work, study and supervision from Edith Sullwold, Ph.D....founding director of the Hilda Kirsch Children's Center at the C.G. Jung Institute in Los Angeles, CA.

PERSONAL DATA

- Travel Have travelled extensively in Ireland, England, France, Italy, Greece, Portugal, Spain, Yugoslavia, Hawaii, Mexico and the United States.
- Interests Carpentry, helped design and build a house, a cabin, a studio space. Gardening, cooking, drawing, painting, nature studies, hiking, and writing.

REFERENCES

Available upon request.

OBJECTIVE: Teaching, Curriculum Development, Teacher-training: where there is a need for an experienced professional with strong educational and cross-cultural skills.

SUMMARY OF QUALIFICATIONS

- * Earned Doctorate in Education focusing on curriculum development and teaching critical thinking skills
- * Over 15 years experience as a curriculum developer, classroom teacher, teacher trainer, and educational consultant in public and private schools systems
- * Fluent in Spanish
- * Working knowledge of over 15 computer programs and languages including Word Perfect, LOGO, and dBase

EDUCATION AND CERTIFICATIONS

- Ed.D.** University of Massachusetts, Amherst, MA 1991
Dissertation topic: Developing critical thinking skills across the curriculum through use of computers
- M.Ed.** University of Massachusetts, Amherst, MA 1983
Focus: Use of computers in education
- BA** University of Connecticut, Storrs, CT 1974
Education and Psychology Major. Graduated Magna Cum Laude
- * Massachusetts Elementary School Certification

EXPERIENCE

- * **Co-Founder - Partner**
KIDSPROUTS, INC. Northampton, MA 1990 - present
Design, develop, and write recreational learning packets and training manuals for children and parents. Focuses on stories, crafts and learning activities that teach creative problem solving skills for preschool and elementary school-age children and parenting skills for adults.
- * **Special Needs Tutor**
SMITH COLLEGE, Northampton, MA 1989 - 1990
PRIVATE PRACTICE, 1980- present
Provided diagnostic assessment testing and follow up tutoring for learning and behavioral disabled students from diverse ethnic cultures in study skills, math, reading, writing, and spelling.
- * **Teacher and Computer Curriculum Resources Developer**
HOLYOKE PUBLIC SCHOOL SYSTEM, Holyoke, MA 1983 - 1988
Designed and developed curricula for utilizing computers in the classroom; developed educational programs; taught computer classes in Spanish and English; served as teacher-trainer; designed and managed database for Special Education Department; served on four curriculum committees.

Results: Awarded 2 Horace Mann Fellowships. Co-developed core of the computer curriculum for the school system. Wrote teaching manual Curriculum on Critical Thinking and Problem Solving. Successfully linked science, social studies, math, writing, and whole language reading programs to work in computer classroom.

- * **College Instructor, Curriculum Development and Educational Resources Consultant**
UNIVERSITY OF MASSACHUSETTS, WESTFIELD STATE COLLEGE, GREENFIELD COMMUNITY COLLEGE, ANNA MARIA COLLEGE, MASSACHUSETTS STATE JOINT COMMITTEE ON EDUCATION, HAMPSHIRE EDUCATIONAL COLLABORATIVE. LOWER PIONEER VALLEY EDUCATIONAL COLLABORATIVE, MARKS MEADOW SCHOOL, 1982 - 1988
Taught a graduate course on teaching writing with computers at Westfield State Collge, and an undergraduate course on applications of computers in education with a focus on problem solving and LOGO at UMASS. Developed course curricula in critical thinking, process writing, computer applications, software evaluation and implementation, LOGO and Basic programming, and problem solving. Served as a member of The Faculty Planning Committee on Computer Use in the UMASS School of Education and consulted for the Office of the Dean of Education and the State Joint Committee on Education. Have taught courses for over 300 special needs, mainstream, and gifted students. Designed, developed and led over 20 workshops on curriculum development, critical thinking, computers in the classroom and other topics for teachers and administrators. Evaluated grant for administrative uses of microcomputers.
- * **Computer Programing and Math Instructor**
MOUNT HOLOYOKE COLLEGE, South Hadley, MA 1983
Taught math through LOGO and problem solving in the Summermath Program for high school girls.
- * **Assistant Director, Curriculum Development Director, Reading Supervisor, Chair of Curriculum Committee, Teacher-trainer, Teacher,**
MOUNTAIN ROAD SCHOOL, New Lebanon, NY 1977 - 1982
Oversaw curriculum for all subject areas in school (grades pre-school-6) Supervised student-teachers. Hired and supervised 6 employees. Served on budget, curriculum and physical plant standing committees. Taught grades 1-6 students language arts, whole language, social studies, science, math, Spanish, art and drama. Emphasized multi-cultural education and developing critical thinking skills. Supervised teaching of children with reading problems.
- * **Program Developer, Housing Administrator**
OMEGA INSTITUTE, Rhinebeck, NY 1976 - 1981
Designed, developed and led over 25 stress reduction seminars, administered housing department which placed 400 to 600 people weekly during summers for an international conference center. Supervised 6 employees.
- * **Head Kindergarten Teacher, Teacher-Trainer, Parent-seminar Leader**
WASHTENAW COMMUNITY COLLEGE, Ann Arbor, MI 1975 - 1976
Taught over 75 children from diverse racial, ethnic and socio-economic backgrounds. Developed and led teacher training workshops on teaching art, drama and movement.
- * **Head Kindergarten and Pre-School Teacher, Teacher-Trainer**
MODEL CITIES CHILDREN'S PROGRAM, Ann Arbor, MI 1974 - 1975
Provided specialized teaching for 40 minority children, many with behavioral problems. Supervised 3 aides.
- * **Bilingual Math and Reading Tutor, Teacher's Assistant in Bilingual and ESL Classrooms**
WILLIMANTIC PUBLIC SCHOOL SYSTEM, Willimantic, CT 1970 - 1973
Worked extensively with Hispanic students ages 9 - 16. Translated for their parents, served as school-parent liaison. Organized 2 conferences on meeting educational needs of Hispanic students, attracting over 300 participants.

Phyllis J. Woolf, M.Ed.
55 Crescent Street
Northampton, MA 01060
413-586-0443

OFC CERTIFICATION

Lead Teacher Infant/Toddler Director I - Certificate # 6249; Director II - certificate pending.

PRESENTATIONS

Bright Horizons Educational Retreat (November, 1989):

"Before Words" - enhancing language development in infants.

Preschool Enrichment Team Conference (January, 1989):

"Little People - Big Feelings" - emotional development in infants and toddlers.

NAEYC Annual Conference (November, 1990): with Meg Barden Cline and Heather Cline.

"Quality Childcare through Cooperation of Towns, Corporations, Non-profit Agencies and Childcare Professionals."

YMCA National Childcare Conference (May, 1991):

"All Babies Are Special" - produced video and advocated mainstreaming of infants and toddlers with special needs.

"Program Quality Assessment" - with Meg Barden Cline, trained regional YMCA staff in the use of the Harms - Clifford Environment Rating Scale.

Into the Mainstream Institute / UMass (August 1991): "All Babies Are Special."

Preschool Enrichment Team EC Administrators' Seminar (January 1993):

"Infants & Toddlers & Parents, - Oh My!"

Preschool Enrichment Team - Annual Childcare Conference (March 1993):

"The Whole World in Our Arms."

PROFESSIONAL ORGANIZATION MEMBERSHIPS

NAEYC (member) and Western Mass. AEYC (President).

Childcare Committee of the City of Northampton.

Childcare Worthy Wage Coalition of Western Mass.

Phyllis J. Woolf, M.Ed.
55 Crescent Street
Northampton, MA 01060
413-586-0443

EXPERIENCE IN EDUCATION AND MENTAL HEALTH

Present - Integrated Care Coordinator, Preschool Enrichment Team, Springfield, MA.

89-93 - Director, Y's Kids at Bear Hill Infant/Toddler/Preschool Center, Northampton, MA.
Designed and implemented center founded under contract between YMCA and VA Medical Center.

87-93 - Director, Y's Kids Infant/Toddler Center, Northampton, MA.
Designed and implemented center founded under contract between YMCA and city.

92 - Faculty, Holyoke Community College, Department of Continuing Education.
Taught Infant/Toddler Behavior and Development.

86-87 - Infant Teacher, Soldiers Field Park Children's Center, Harvard Business School, Cambridge, MA. Created environment and curriculum of new Infant II Classroom for 10 - 18 month olds.

84-86 - Infant Teacher, Smith College Campus School Department of Education and Child Study, Northampton, MA. 2 - 24 month olds.

84-87 - Private therapy practice, Northampton, MA. Provided dance/movement therapy services to normal, autistic and retarded children and adults.

80-84 - Dance/Movement Therapist, Northampton Area Mental Health Services.
Served chronic and acutely psychotic adults. Adjunct Faculty, Antioch/New England Graduate School: supervised master's level therapy student.

72-74 - Co-founder/staffer, Hilltown Cooperative School, Plainfield, MA.

EDUCATION

1981 M.Ed., Antioch/New England Graduate School, Keene, NH, in Guidance Counseling /
Dance Movement Therapy.

1960 B.A., Boston University, Boston, MA, in Psychology.

1989-90 Univ. of Mass., Amherst and Holyoke Community College. Took credit courses in early
childhood education and administration for Director I I/T qualification.

1991-92 Elms College. "Into the Mainstream / Improving the Mainstream." Training institute
funded by Mass. Dept. of Education to facilitate mainstreaming of young children with special needs.

1993 FIRST CHANCE; "Integration: Let's take this opportunity for change."

Appendix B. Letters of Support (Section 9)



The Commonwealth of Massachusetts

House of Representatives

State House, Boston

February 13, 1994

Secretary Piedad Robertson
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Secretary Robertson:

I write in support of the application of The Hilltown Charter School. I believe that this proposal addresses the need for an alternative educational opportunity in the most rural region of the Commonwealth.

The establishment of this Charter School would fill a void that currently exists in the public school systems in my District. There is need for a family oriented, academically sound school which emphasizes the values and heritage of rural life. For the most part, school districts are based on urban educational models. Their curriculum often does not involve study of the environment in which they exist, including agriculture, forestry and other resource-based activities. As such, they are often viewed as distant from the communities they serve. I am impressed with the deep commitment to community that is seen throughout this proposal. The involvement of a broad cross section of people will ensure that the educational program will meet community needs.

Because of the long distances in rural Massachusetts, children and parents have few options for alternative education. I believe that the Hilltown Charter School proposal will provide an innovative choice in a traditionally under served region. I know that competition for funding will be intense, but I strongly recommend approval of this proposal.

Yours truly,

A handwritten signature in cursive script that reads "Stephen Kulik".

Stephen Kulik
State Representative
First Franklin District



Seva Foundation

February 14, 1994

To Whom It May Concern:

I would like to state my support for the Hilltown Charter School Proposal. Holder of a degree in education, my professional career has included teaching in high school and in the university, volunteer work in preschool and elementary school, and the current development of The Learning Tree, an alternative education program in Springfield. For the Seva Foundation, I develop educational programs in rural settings in Guatemala and organize conferences and workshops on international education and development. My diverse experience has led me to appreciate the importance of relating the educational method to the local environment.

Moving to Williamsburg from Cambridge three years ago, I have watched my own life change, as growing food, caring for trees and the soil, chopping wood, supporting the farmers' market, and sponsoring community gatherings have all become important even as I continue to work at my computer and FAX and make regular trips to Bradley. My own son, Owen, attended Cambridge Friends School, a school that was seamlessly integrated into the local community and drew from the resources there, from Harvard Law School to the talents of the diverse parent population. An alternative model here could create an interactive relationship with this community that would be unique for the Hilltowns, yet replicable in other rural settings.

I have known Penny Schultz for 16 years. I can think of no one more qualified to work on this project. As music director for Cambridge Friends School, she was the center of an innovative cultural life at the school that developed sparks of talent in students into fires of creativity. Owen and his 21-year-old friends still credit her as their major creative influence. She worked with each new class and group to find the form that was right for them. Performances were never the traditional awkward cute-child presentations--they were amazing, innovative, awakening experiences for participant and audience alike. In fact, it was a hallmark of Penny's work that audiences found themselves being participants as well, always strengthening the community as she celebrated it. I would very much like to see what she and others in this extraordinary community could do for the children here. I urge you to support this proposal.

Mirabai Bush
Director, Project Action Group for Guatemala

Mirabai Bush

38 Village Hill Road
Williamsburg, MA 01096
(413) 268-3003
FAX: (413) 268-3004

CENTRAL OFFICE
3 N. San Pedro Road
San Rafael, CA 94903
(415) 492-1829
FAX: (415) 492-8705

February 10, 1994

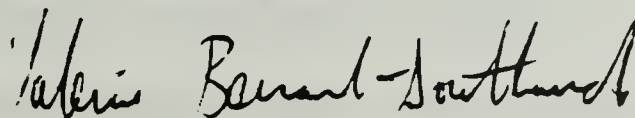
Secretary of Education
State House
Boston, MA

Dear Secretary:

The purpose of this letter is to offer written support for the school being proposed. As a teacher, I am aware of the need for this type of approach. In my view, the traditional school setting needs some improvement. A pilot program such as this may serve as a good example to the public school system for later adoption. Many teachers are frustrated with the lack of support from government, administration, family and community, in assisting us to do our best. We need tools, a conducive setting, financial support, freedom to try new ideas, and encouragement to initiate change, so we create a learning environment that stimulates interest, curiosity, creativity, critical thinking, appreciation for our world, and the discovery that learning is living. In our rural community there are many avenues to explore at our door, and interested people who want change and are willing to help share in this exploration. With a team approach to education we all can bring our strengths, interests, and talents to help the children do their best.

With your support and approval of this proposal, I believe we can make a difference.

Sincerely,



Valerie Ann Bernard-Southwick, M.Ed.

90 Patterson Road

Worthington, MA 01098

413-238-7757

Valerie Bernard-Southwick
90 Patterson Road
Worthington, MA 01098
413-238-7757

Community Supporter

PROFESSIONAL OBJECTIVE: To obtain a teaching position in an alternative school.

EDUCATION: University of Massachusetts, Amherst, MA
M.Ed. Sub field Biology, May 1987
Concentration: Biology
Certification: Massachusetts - Biology (High School, 9-12)
May 1987 G.P.A. 4.0

Smith College, Northampton, MA
A.B. Cum Laude, May 1985; Major: Biology

Holyoke Community College, Holyoke, MA
Associate in Arts, May 1982; Major: Arts and Science

HONORS: Smith College
First Group Scholar
Dean's List
Honorary Mention 1984 - Amey Randall Brown Prize,
Essay on a Botanical Subject
Received complete academic scholarship.

Holyoke Community College
Graduated With Highest Honors
Dean's List
Offered Francis Perkins Award from Mount Holyoke
College - a complete academic scholarship for one Holyoke
Community College graduate with high academic standing.
Declined award in favor of Smith College.

EXPERIENCE: Biology/General Science Teacher - Holyoke Catholic High School,
Holyoke, MA

Teach two biology, and three general science classes,
levels 1-3, grades 9-11. Other responsibilities include
Sophomore Class Advisor, Peer Education of Substance
Use and Abuse Coordinator, Substance Abuse Committee
Member, after school tutor, and homeroom teacher.
(September of 1986 - present)

Student Internship - Northampton High School, Northampton, MA
Taught one intermediate and two low level biology classes,
supervised library study hall, cafeteria study hall, hall
patrol, homeroom, and in-school suspension, attended
parents' night and teachers' meeting, observed about 150

Valerie Bernard-Southwick
90 Patterson Road
Worthington, MA 01098
413-238-7757

EXPERIENCE:

hours of master teachers, and volunteered about 75 hours of extra help after school for three Cambodian students and others seeking individualized instruction. (September - December 1986)

Teacher's Assistant for the course Instructional Planning & Assessment - School of Education, University of Massachusetts
Responsibilities included reading and commenting on student papers, correcting tests, assisting in the final project format, and grade end of semester resource unit for about 70 students. (February - May 1987)

Assistant Coordinator - '86 Mini-Sabbatical, School of Education, University of Massachusetts

Responsible for coordinating a conference for the field-based graduate students. Duties included scheduling speakers, arranging hotel and conference accommodations for 200-300 people, planning workshops, designing conference brochure, registration and session forms, coordinating planning committee meetings, and overseeing the smooth functioning of the conference. (January - May 1986)

Assistant Coordinator - Hypertension and Follow-up Program, Worthington Health Center, Worthington, MA (Smith College Grant)

Duties included re-organizing the Center's outreach files, attending various meetings with the Director concerning issues important to the center, and assisting the Hypertensive Coordinator in conducting follow-up programs for hypertensive screenings. (June 1985)

Miscellaneous Employment

Clerical, bank receptionist/secretary, medical secretary/receptionist, medical secretary, waitress, gardener, estate caretaker, and housekeeper. (1968-1986)

PERSONAL:

Important in my life is mental and physical exercise. My workout includes exercising an attitude of optimism, confidence, willingness to learn, and love of life. I physically exercise daily; cross-country skiing, swimming, hiking and jogging are among my favorites.

REFERENCES:

Furnished upon request.

FAMILY VETERINARIANS
59 DEPOT ROAD
P.O. BOX 478
HAYDENVILLE, MA 01039
(413) 268-8387

February 10, 1994

To Whom it May Concern:

We, at Family Veterinarians are in support of a Charter School in our town based on the Reggio Emilia approach. We feel it will provide beneficial education for our children and further enhance our town.

Sincerely,

A handwritten signature in dark ink, appearing to read "Robin J. Karlin", with a long horizontal flourish extending to the right.

Robin J. Karlin, D.V.M.
Robert G. Allen, D.V.M., M.S.

Appendix C. Educational Program Attachments (Section 10)

Editor's note: The early childhood programs in Reggio Emilia, Italy, have captured the attention of the world. More than 10,000 international educators have visited the schools. The exhibit, "The 100 Languages of Children," that describes their educational approach and documents the learning process through children's work and educators' reflections, is currently touring throughout North America. Young Children previously published articles describing the Reggio Emilia approach (New, 1990) and comparing it to practices in the United States (Katz, 1990). The three articles that follow further extend our understanding of the Reggio Emilia approach and its implications for early childhood practices in the United States.

In June 1993 the founder of the Reggio schools, Professor Loris Malaguzzi, and several of the key pedagogical leaders, Sergio Spaggiari, Carlina Rinaldi, and Tiziana Filippini, visited the United States and were honored guests at NAEYC Headquarters. We invited Professor Malaguzzi to share some of the most important aspects of his philosophy, in his own voice, with the readers of Young Children. We are indebted to Lella Gandini for her translation of Professor Malaguzzi's writing and for her succinct description of the fundamental principles of the Reggio Emilia approach, which provides a framework for understanding Malaguzzi's philosophy. Finally, NAEYC's director of professional development, Sue Bredekamp, reflects on her recent visit to Reggio Emilia and the implications of the work done there for revising NAEYC's position statements on developmentally appropriate practice.

All photos are courtesy of Assessorato Scuole Infanzia e Asili Nido, Reggio Emilia, Italy.

Fundamentals of the Reggio Emilia Approach to Early Childhood Education

Lella Gandini

In Italy both municipal and national programs for young children have been in place for about 25 years, since the enactment of a law establishing that children between the ages of three and six are entitled to free education. This law was followed in 1971 by a law establishing infant/toddler centers that also receive parental financial contributions. In each case, women were especially active and effective advocates for the legislation.

Of special note is that in these programs, both education and care are considered necessary to provide a high-quality, full-day program. These programs combine the concept of social services with education, an approach that is widely accepted in Italy. What, then, is so unusual or special about Reggio Emilia, a town of 130,000 inhabitants in northern Italy?

In Reggio Emilia the city-run educational system for young children originated in schools started by parents, literally built with their own hands, at the end of World War II. The first school was built with proceeds from the sale of a tank, some trucks, and a few horses. From the start, Loris Malaguzzi has guided and directed the energies of parents and educators.

The city now runs 20 schools for children ages three to six years, as well as 13 infant/toddler centers for children four months to three years of age. Children from all socioeconomic and educational backgrounds attend the programs: 47% and 35% of the two age groups are served, respectively. In Italy about 90% of children three to six years old attend some kind of school, whether municipal, national, or private; in Reggio Emilia 95% of preschool-age children are enrolled in school. Children with disabilities are given first priority for enrollment in the schools.

Through many years of strong commitment and cooperation, parents and educators in Reggio have developed the present excellent program that, in turn, has become a point of reference and a guide for many educators elsewhere in Italy, in various European countries, and—in the last 10 years—in the United States. Thirty years of successful experience with schools for about half of the children in a city of 130,000 inhabitants has created

Lella Gandini is liaison to the United States for the Department of Early Education, Reggio Emilia and Adjunct Faculty, School of Education, University of Massachusetts, Amherst.

powerful results and generated much interest, as evidenced by the number of international visitors, the number of articles and conference presentations describing the work, and the large number of people viewing the Reggio Emilia exhibits that are touring Europe and North America.

Educators in Reggio Emilia have no intention of suggesting that their program should be looked at as a model to be copied in another country; rather, their work should be considered as an educational experience that consists of practice and careful reflection that is continuously readjusted. Nevertheless, the Reggio educators are pleased to share their experience with other educators in the hope that knowledge of the Reggio Emilia schools' experience will stimulate reflections on teaching, helpful exchange of ideas, and novel initiatives in other schools.

An examination of some of the basic principles that have inspired the experience in Reggio Emilia immediately reveals that these concepts are not new to American audiences. Indeed, many of the basic ideas that inspired the work of educators in Reggio Emilia originated in the United States and are, in a sense, returning to their point of origin. From the beginning of their unique school program, the educators in Reggio Emilia have been avid readers of John Dewey, and over the years, in addition to studying Piaget, Vygotsky, and other European scientists, they have continued to keep abreast of the latest research in child development and education in the United States. The following principles, or fundamental ideas, are presented one by one for the sake of clarity, but they must be considered as a tightly connected, coherent philosophy, in which each point influences and is influenced by all the others.

The image of the child

The educators in Reggio Emilia speak first and foremost about the image they have of the child. All



Child, parent, and teacher—the three subjects of the learning experience: a three-year-old arrives for her first day of school, accompanied by her father. The teacher welcomes them in front of the school.

children have preparedness, potential, curiosity, and interest in constructing their learning, in engaging in social interaction, and in negotiating with everything the environment brings to them. Teachers are deeply aware of children's potentials and construct all their work and the environment of the children's experience to respond appropriately.

Children's relationships and interactions

Education has to focus on each child—not each child considered in isolation but each child seen in relation with other children, with the family, with the teachers, with the environment of the school, with the community, and with the wider society. Each school in

Reggio Emilia is viewed as a system in which all of these relationships, which are all interconnected and reciprocal, are activated and supported.

The three subjects of education

For children to learn, their well-being has to be guaranteed; the well-being of children is connected with the well-being of parents and teachers. Children's rights should be recognized, not only children's needs. Children have a right to high-quality care and education. By recognizing that children have rights to the best that a society can offer, parents and teachers gain recognition of their rights as well.

The role of parents

Parent participation is considered essential and takes many forms: day-to-day interaction during work in the schools; discussions of educational and psychological issues; and special events.



A comfortable place to meet with their children in the entrance of the school is set up to welcome parents.

excursions, and celebrations. Parents are an active part of their children's learning experience and, at the same time, help ensure the welfare of all children in the school.

An amiable school

The layout of physical space in the schools encourages encounters, communication, and relationships. The arrangement of structures, objects, and activities encourages choices, problem solving, and discoveries in the process of learning. In preparing the space, teachers offer the possibility for children to be with the teachers and many of the other children, or with just a few of the children, or even alone. Teachers are aware, however, that children also learn from their peers, especially when they can interact in small groups.



Children take time revisiting the many reflections of their images in a mirrored structure built by parents and teachers in Diana School.



Children play in the main space, or piazza, at Diana school.

The time not set by the clock

Children's own sense of time and their personal rhythm are considered in planning and implementing activities and projects. The leisurely pace that an observer notices is facilitated by the full-day schedule. Such a schedule, rather than overwhelming the participants, seems instead to provide sufficient time to complete projects and activities with satisfaction. Teachers get to know the children's personal timeclocks because children stay with the same teachers and the same peer group for three-year cycles (infancy to three and three to six). Each year the group changes environments because their developmental needs and interests change, but the relationships with teachers and peers remain consistent.

Teachers as partners

To know how to plan and proceed with their work, teachers listen to and observe children closely. Teachers use the under-

standing they gain to act as a resource for the children. Teachers ask questions; discover the children's ideas, hypotheses, and theories; and provide occasions for discovery and learning. In fact, teachers consider themselves partners in learning and enjoy discovering with the children.

Cooperation as the foundation of the system

Cooperation at all levels in the schools is a powerful mode of working that makes possible the achievement of the complex goals that Reggio educators have set for themselves. Teachers work in pairs in each classroom (not as head teacher and assistant but at

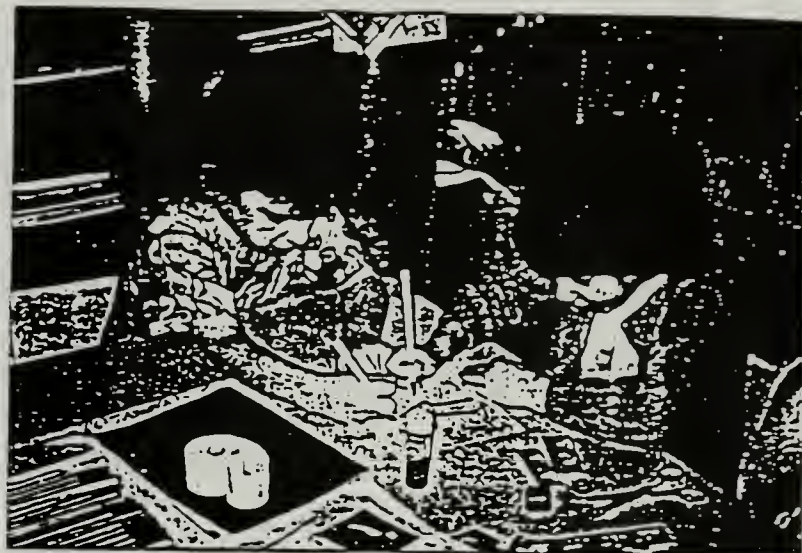


Children and the atelierista discuss the plans they have drafted for constructing an amusement park for small birds in the La Villetta schoolyard.

the same level); teachers maintain a strong collegial relationship with all other teachers and staff and engage in continuous discussion and interpretation of their work as well as of the work of and with children. Those exchanges provide permanent, ongoing training and theoretical enrichment. Teachers see themselves as researchers, preparing documentation of their work with children, whom they also consider researchers. The system is further supported



Teachers and the atelierista discuss and interpret the children's dialogs together to plan the next steps in their work with the children.



The cooperation between teachers and parents and among teachers is reflected in the way the children work together.

by a team of pedagogical coordinators, called *pedagogisti*, who also support the relationships among all teachers, parents, and community and city administrators.

The interdependence of co-operation and organization

Cooperation needs much support; in Reggio Emilia schools, co-operation is supported by a careful, well-developed structure or

organization. From the details of each teacher's schedule to the planning of meetings with families to the children's diet, everything is discussed and organized with precision and care. In fact, the high level of cooperation is possible precisely because of such thoughtful organization; likewise, the organization is achieved because of the conviction by all concerned that by cooperating they will be able to offer the best experience to the children.

consequently, they make appropriate preparations. Curriculum emerges in the process of each activity or project and is flexibly adjusted accordingly.

Projects

Teachers facilitate children's exploration of themes and work on short- and long-term projects. Project ideas originate in the continuum of experience of children



The emergent curriculum

The curriculum is not established in advance. Teachers express general goals and make hypotheses about what direction the activities and projects might take:



This is an episode within a long project about shadows. After exploring their shadows outside, the children drew their hypotheses about the placement of the sun and the resulting shadows. Here a teacher poses a provocative question.



The atelier at Diana School invites children to express themselves through many languages.

and teachers and in their practice of constructing knowledge together. Projects may start either from a chance event, an idea or a problem posed by one or more children, or an experience initiated directly by teachers; for example, a study of crowds originated when a child told the class about a summer vacation experience, while a project on fountains developed when children decided to build an amusement park for birds. Projects can last a few days to several months.

Atelierista and atelier

A teacher who is trained in the visual arts works closely with the other teachers and the children in every preprimary school (and visits the infant/toddler centers).



A teacher observes and supports the children's discussion, while the tape recorder and camera document the process of this exploration.

This teacher is called *atelierista*, and a special space, workshop, or studio, called *atelier*, is set aside and used by all the children and teachers. The atelier contains a great variety of tools and resource materials, along with records of past projects and experiences. The educators in Reggio Emilia prefer to speak of many different languages of children (in fact,

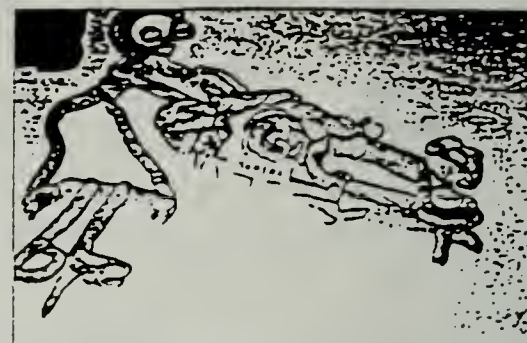
100 languages) rather than art. In their view, children's expression through many media is not a separate part of the curriculum but is inseparable from the whole cognitive/symbolic expression in the process of learning.

The power of documentation

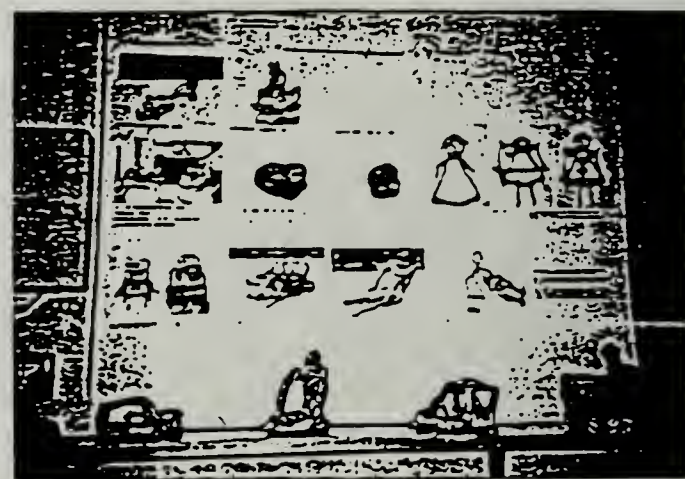
Finally, transcriptions of children's remarks and discussions, photographs of their activity, and representations of their thinking and learning using many media are carefully arranged by the atelierista, along with the other teachers, to document the work (and the process of learning) done in the

schools. This documentation has several functions: to make parents aware of their children's experience and maintain parental involvement; to allow teachers to understand children better and to evaluate the teachers' own work, thus promoting their professional growth; to facilitate communication and exchange of ideas among educa-

tors; to make children aware that their effort is valued; and to create an archive that traces the history of the school and of the pleasure and process of learning by many children and their teachers.



Clay work portrays a mother pushing an infant in a stroller.



Documentation through a panel of photographs, transcripts of children's dialogs, teachers' notes, and clay work serves as a record of four-year-old children's explorations of mothers pushing infants in strollers.

The Reggio Emilia schools and their approach to early childhood education are not considered "experimental." These schools are part of a public system that strives to serve both the child's welfare and the social needs of families while also supporting the child's fundamental right to grow and learn in a favorable environment with peers and with caring professional adults.

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Education Through Partnership*

Teamwork between teachers and parents requires turning the school bureaucracy upside down and dropping the notion of "professionals" and "clients."

DAVID S. SEELEY

What H. G. Wells called the "race between education and catastrophe" is in full stride, and in the last quarter of the twentieth century, education is losing that race in the United States of America. The massive, once unsurpassed system of publicly administered schools is failing—failing individual students, failing families and communities, and failing the nation and its future.

The essential trouble is the nature of the system itself, a system that has become beguiled by a "delivery system" mentality.

Education has been conceived as a governmental service-delivery system: we have set up government-run, professionally staffed bureaus to "deliver" education to our children. When the results are unsatisfactory, our service-delivery approach prompts us to try to solve the problem by delivering more services or by making the service-delivery machinery either more efficient, through improved technology, or more accountable, through political action or better management.

Attempts to reduce to a delivery system something that is by its nature not a service and not deliverable will not work. The effort withers the energy and commitment and obstructs the productive relationships of the key participants in the educational enterprise—students, teachers, parents, and citizens.

Government, bureaucracy, and professionalization must be dethroned as the rulers of educational practice and policy. Partnership is more likely to change policies and institutions that

educate successfully in accordance with the values of a democratic society. School board and PTA meetings resonate with warm words about partnership, but the rhetoric often belies the reality. Successful educational partnerships indeed exist in many individual classrooms and schools, but genuine partnership is driven out of education as schools, parents, and students come to think of their relationships in terms of service delivery—of "provider" and "client," of "professionals" and "target populations."

The chief characteristic of partnership is common effort toward common goals. Partners may help one another in general or specific ways, but none is ever a client, because the relationship is mutual. Providers and clients can deal with one another at arm's length; partners share an enterprise, though their mutuality does not imply or require equality or similarity. Participants in effective partnerships may be strikingly different, each contributing to the common enterprise particular talents, experiences, and perspectives and sometimes having different status within the relationship and control over aspects of the work to be done.

The concept of service delivery, unlike that of partnership, leads to conflict-producing ambiguities about whether provider or client wields more power in the relationship.

An immediate advantage of the partnership concept for education is the assistance it provides in escaping the dilemma of whom to blame for educational failure. The service-delivery concept of education makes families either victims or villains. When learning does not take place, the client can blame the

Arguing about blame is an unproductive enterprise. Both perspectives have validity; families are weakened and disempowered by current social conditions and by social service bureaucracies. At the same time, families are not by nature perfect, and in many cases they do not provide the healthy socialization, nurturing, ego development, early learning experiences, and support for learning that help make schooling successful.

A stalemate caused by mutual recrimination is unnecessary. The partnership concept provides a more productive framework. It can recognize the problems facing families without rendering them powerless.



Shifting to a partnership policy in education will not be easy. Most schools and school systems, like many other institutions, still operate on the premise of the irrelevance or weakness of the family. Most, perhaps unwittingly, are still agents of what Mary Jo Banc calls "social service imperialism." The family's role is seen as little more than that of producing children and feeding, housing, and clothing them so they can go to school. Educational policy has been school policy; families might be the concern of social workers or priests, but not of educators. Many habits of both mind and practice must change before educational policy can fully incorporate an understanding of the family as an important participant in education.

Educational research has begun to focus on the importance of the family as educator. It is now being recognized that much of what a child needs to know, both before and during the school years, is learned in the family.

The implications of these new views are that a sound educational policy requires seeing the family as a resourceful, primary partner in the educational process.

In partnership learning, emphasis must be on the leadership role of teachers and on mutual accountability among partners in the learning process, rather than on professional power and exclusiveness.

For the past several decades it was thought that power was the route to increased teacher satisfaction and effectiveness. Now there are growing doubts whether power by itself is enough. We hear of "burnout" and "combat neurosis" among teachers in small systems as well as large. Teachers feel they are not "part of a team" and that "no one cares about their welfare." Power has been useful for gaining increased pay and job security; it was also a natural response to bureaucratized education, which has disempowered teachers, along with parents and students. Bureaucratic and political power, however, does not guarantee either

teacher effectiveness or job satisfaction. If wrongly handled, in fact, it reinforces the bureaucratic rigidities of centralized rules and procedures and interferes with productive learning by alienating teachers still further from students and parents and by obstructing the kinds of personal commitment and relationships that have always been at the heart of successful teaching.

The present educational bureaucracy is anti-learning; it must be turned upside down to redirect education to its primary purposes and to let teachers resume their lofty roles as partners in the discovery and stimulation of minds and talents instead of continuing them in the ignoble role of bureaucratic functionaries. Teachers will have to be seen as the most important links in the educational process—next in importance to the real producers of learning, the students themselves. This will entail redesigning professionalism.

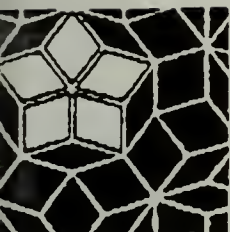
Partnership requires a different orientation of professional accountability, one in which teachers could be far more powerful than they are today. Teachers in real partnerships with students and parents gain authority—so much so that they are often seen as threats by bureaucratic principals who, if they understand little else, can quickly sense the power of any loyalties not under their control. Only principals who realize that their job is to foster productive learning relationships will not be threatened by powerful teachers and strong student-teacher-parent partnerships.

The professional authority derived from educational partnerships is different from bureaucratic or political power. Teachers in partnerships with parents are accountable to them for guiding the learning of their children. They gain authority from this relationship, and they need not be bashful about using it, as long as it genuinely reflects parents' values rather than professional values and interests clothed in the name of "the best interest of the child."

I have no question but that any community wanting to create a collaborative relationship between teachers,

parents, students, and citizens that will produce educational results far in excess of what we are now achieving. And this can be done despite the present fiscal constraints. Indeed, the effort to create such collaboration can help to overcome past polarizations and generate enough support to provide whatever resources are needed. EL

David S. Seeley is Educational Consultant, New York, New York
*From *Education Through Partnership: Mediating Structure and Education*, Copyright 1981, American Enterprise Institute. Reprinted with permission from Ballinger Publishing Company.



T E R C

Mathematics: Investigations in Number, Data, and Space

Overview

A dramatic shift in how mathematics is perceived, taught, and learned is long overdue. Mathematics: Investigations in Number, Data, and Space, is a five-year comprehensive elementary mathematics curriculum development project that embodies the changes in mathematics teaching and learning advocated by mathematics educators, recent national reports, and the National Council of Teachers of Mathematics. The \$6.1 million grant, now in Year 3, is funded by the National Science Foundation.

Project Goals

The major goals of this new K-6 curriculum effort are to:

- 1) offer students meaningful mathematical problems and activities
- 2) emphasize depth in mathematical thinking rather than exposure to a series of fragmented topics
- 3) communicate mathematics content and pedagogy to teachers
- 4) serve as a tool for expanding the pool of mathematically literate students.

Components of the Curriculum

The Investigations curriculum embodies an approach radically different from a textbook-based curriculum which leads students through 50-100 separate topics, most of which involve only basic arithmetic processes. Rather, this curriculum consists of a set ten two- to four-week modules at each grade level. Each module offers a set of connected investigations that focus on major mathematical ideas within the areas of number (including operations, computation, number patterns, and number theory), data collection and analysis, geometry, and the mathematics of change.

Besides offering significant mathematics content, the investigations encourage students to develop flexibility and confidence in approaching mathematical problems, proficiency in evaluating solutions, a repertoire of ways to communicate about their mathematical thinking, and enjoyment and appreciation of mathematics.

Because we see teachers as the primary audience for this curriculum, the materials are addressed directly to them and include notes on mathematical ideas and dialogues from classrooms designed to support teachers in learning more about mathematics and about children's mathematical thinking. The project will also develop assessment tools and videotapes for teachers.

Project Staff

Joan Akers, Amy Catlin, Mary Berle-Carman, Karen Economopoulos, Anne Goodrow, Jerrie Moffett, Janice R. Mokros, Deborah Muscella, Ricardo Nemirovsky, Andee Rubin, Susan Jo Russell, Margaret Singer, David A. Smith, Amy Taber, Cornelia Tierney, Ginny Wolley, Tracey Wright, Lisa Yaffee; Michael Battista (Kent State University), Doug Clements (State University of New York).

Additional Information

Dale Seymour Publications will publish the curriculum materials.



Investigations in Number, Data, and Space

TERC, Cambridge MA

Grades 3 and 4 available from Dale Seymour Pub. spring, 1994

Grade 3

Introduction: Mathematical Thinking at Grade 3

Multiplication and Division: Things that Come in Groups

2D Geometry: Flips, Turns, and Area

Measuring and Data: From Paces to Feet

The Number System: Landmarks in the Hundreds

Changes: Up and Down the Number Line

Addition and Subtraction: Combining and Comparing

Estimation & Number Sense; Exploring Data

2D Geometry: Turtle Paths

Fractions: Fair Shares

3D Geometry: Exploring Solids and Boxes

Grade 4

Introduction: Mathematical Thinking at Grade 4

Multiplication and Division: Arrays and Shares

The Number System: Landmarks in the Thousands

3D Geometry: Seeing Solids and Silhouettes

Fractions: Different Shapes, Equal Pieces

Statistics: The Shape of the Data

Addition and Subtraction: Money, Miles, and Large Numbers

Graphs: Changes Over Time

Multiplication and Division: Packages and Groups

2D Geometry: Sunken Ships and Grid Patterns

Statistics: Spinners and Other Data

MATH CURRICULUM ATTACHMENT (Page 19)

-2-

Concepts and Skills

Materials and/or Activity

a. Sets: sorting, matching, ordering, conjunction and intersection of sets

Assorted objects (buttons, shells, etc., attribute blocks

b. Comparisons

In daily application

c. Spatial relationships and geometric patterns

Blocks, puzzles, Multiway-Rollway, patterns blocks, parquetry blocks, tangrams

d. Measurements: length

Non-standard units, such as body parts, rules, tape-measures, trundlewheel, book-binding, carpentry

area

Tangrams, pattern blocks, geo-board, graph paper

volume

Water play, cooking

weight

Sand play, cooking, pan balance

time/temperature

e. Bargraphs

Records of heights, number of pets, growth of a plant, etc.

f. How to make a simple mathematical sentence

g. Trading games

Chip trading, Cuisenaire rods, Dienes blocks

h. Familiarity with different bases

Same as above

i. Place value, with regrouping

Unifix, chip trading, Dienes blocks, Cuisenaire rods

j. Solving simple oral word problems

k. Solving simple oral and written word problems

l. Recognition of simple written

Cooking, carpentry, fractions, dominoes, fraction board games

